

The MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI



VOLUME XXI

NUMBER 4



*I have always thought of Christmastime
as a good time; a kind, forgiving,
generous, pleasant time; a time when
men and women seem by one con-
sent to open their hearts freely,
and so I say, "God Bless
Christmas".*

---CHARLES DICKENS



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Volume XXI

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Number FOUR

EDITORIAL

MILITARY TRAINING OF TEACHERS

TEACHERS called up for military training are advised that there is no provision made under *The School Act* whereby School Boards are obligated to pay salary during the absence of a teacher who is called up for military service. Neither is there any law, Provincial or Federal, requiring any employer to pay the salary of the draftee or any part of such salary during his absence on military service. We have been in touch with the Department of Education on this matter and are not at all hopeful that there will be an amendment to *The School Act* passed, requiring School Boards to meet any loss of pay by reason of a teacher's serving in the army. It will have to remain purely a matter of negotiation between the School Boards and teachers.

Some private corporations and employers are paying their employees their regular salary or the difference between the military pay and such regular salary, but it is by no means general throughout the Dominion.

* * *

HOWEVER there is one way out. We are given to understand that the National War Services Board are inclined to be accommodating to teachers regarding their period of service: that is to say, when a teacher receives notice to submit himself for medical examination there is usually a period of three or four weeks before he is called up. We quote from Form N.W.S. 3:

Should you have reason to make application for the postponement of your period of military training, do it right now to your Divisional Registrar. Your Divisional Registrar will not receive any application for postponement after eight clear days of the date appearing on the enclosed "Notice-Medical Examination".

If such teacher immediately writes the Divisional Registrar of the National War Services Board, Division N, Court House, Edmonton, that he is desirous of taking his military training, say during the midsummer vacation period, and submits verification that he is a teacher, such verification being given by either the secretary-treasurer of his School Board or the General Secretary of the A.T.A., the teacher will be called up during the midsummer vacation. This would obviate disrupting the work of the school and also avoid loss of pay on the part of the teacher.

* * *

THE whole issue is put up squarely to the teacher himself. That being the case, we feel that no injustice is being suffered. During this time of national distress, our Association naturally seeks to avoid the teaching profession's running the danger of being regarded as a group seeking special privileges; therefore the Executive of this Association is moving very carefully in the light of this danger.

* * *

"ETERNAL EDUCATION IS THE PRICE OF DEMOCRACY"

Oh, let us love our occupations,
Bless the squire and his relations,
Live upon our daily rations,
And always know our proper stations.

—Charles Dickens, "The Chimes".

NEXT to that of getting on with and winning the War, the question commanding most attention by public and Governments in Canada today is the Report of the Rowell-Sirois Commission and its consideration at the coming conference of the Provinces. Opinion is divided on the issues involved, but it seems to be conceded that whether or not one approves of the general trend of the recommendations made, the Commission did a thorough and comprehensive job; so much so that, should the report be endorsed in the

(TABLE OF CONTENTS ON PAGE THREE)

main, the whole financial structure will be so radically changed as practically to amount to effecting a new constitution for Canada. It is therefore with a degree of disappointment, even dismay, that people interested in the schools of our land must note that the thoroughness of the work of the Commission is marred by "sluffing" the whole problem of Education. This constitutes a real menace to all prospects of major educational reform in Canada as a whole, and it behooves teachers particularly, and all others interested in this paramount national problem so consigned like a poor relation to wait outside the back door, to exert every possible pressure and influence to render nugatory the Commission's viewpoint on Education. Possibly it would have been far better if the report had omitted all reference whatsoever to Education, rather than give the brief, unconvincing, truncated references which might have been more trenchantly expressed in but three words: "Stalemate is called!"

* * *

IF WE have the right focus on the Report of the Commission, its most prominent feature (and there seems to be little else visible) is the design to stabilize the financial position of the various Provinces by vesting the Dominion Government with authority to erect barriers against provincial governments indulging in financing and assuming obligations in the old spirit of flaming youth. The assumption is that by taking care of certain obligations the burden of the provinces will be so lightened that each will be able to discharge adequately certain responsibilities—public works and other social services, including Education, "if it chooses to do so". This "If" is further exemplified and stressed by the statement that the representations made (regarding education) appear to the Commission to go too far in denying the right of each province to decide the relative importance of expenditure on Education and expenditures on other competing (sic) services. Surely it is not unfair to make the inference that the attitude of the Commission is one of absolute repudiation of any suggestion that the Dominion should in any way interest itself in seeing that "there is equal educational opportunity (as far as is practicable) for every Canadian child".

* * *

THE Commission presents an archaic attitude towards Education tied to a bad system of taxation: it conforms to the view that Education is a local responsibility, and it attempts to bolt and bar the door forever against considering Education in Canada, not as Canadian Education primarily but as unchangeably Provincial, even Municipal, Education. The Commission gives no evidence whatsoever that they understood this parochial view has disappeared entirely in England, or that modern state systems have been effected in practically all the other parts of the British Empire, or that there has been a revolutionary change of mind in the U.S.A. with immediate prospects of Federal Aid for Education being effected by congressional action.

As is pointed out in an ably-written editorial in the November issue of *The B. C. Teacher*, the Commission turns a complete somersault, when on the one

hand it deprecates making the education of young Canadians dependent upon and subordinate to "an arbitrary, constitutional provision", and then on the other hand lays down the dictum that the Dominion is precluded from intervention in the field of Education by Section 93 of *The British North America Act*—except the protection of minority rights. *The B. C. Teacher* logically comments: "Certainly the Commission took good care not to lay impious hands on the ark of educational provincialism". Not that The B. C. Teachers' Federation or any other interested groups, particularly those who made representations to the Commission on Education, have ever done other than stress approval of constitutional provisions continuing effective in protection of minority rights—yes, for all time to come.

* * *

AS far as we can learn every brief submitted set out without any equivocation whatsoever to make clear that the preservation of minority rights as a pretext for resisting Dominion-support-for-Education as not only bewhiskered conformity with the past, but that to accept the term "financial support" as embodying or connoting "control" was erroneous; also that there were no grounds for suggesting that control would be an unavoidable accrual of, or complementary to, financial support. It was pointed out very convincingly, we think, that the last thing that should be suggested by anybody knowing enough to talk about Education in Canada would be for Dominion support to entail intervention by the Dominion Government in such matters as curriculum, textbooks, certification, or any other control of teachers or teachers' services or the appointment of teachers.

* * *

NO attempts seem to have been made by the Commission to meet these submissions. One would be loth to suggest that the Commissioners failed to consider duly the submissions on Education: on the other hand the cryptical disposal of all the briefs submitted by holding, so to speak, that educational provincialism has been set up by *The British North America Act* now and for all time as a sacred ark which it is an impiety even to consider touching, merits strong protest.

* * *

MAY we be forgiven if we seem uncharitable in attributing to the Commission an attitude towards Canadian Education comparable to that shown by many well-circumstanced, comfortable citizens of the conservative type towards their fellow men less generously supplied with this world's goods—"The poor seem to be always with us; there's an awful lot of them and the sight of poverty hurts one's sensibilities, but how can we do anything about it; there are agencies in existence for looking after them, relief, charities, etc.; it's just too bad that these agencies are not doing as good a job as they might—too bad; there's no way out, and so they'll have to survive somehow, living upon their 'daily rations', fighting for life always—it's the best thing for them, anyway; it is their 'proper station'."

THINKING people enlightened on this matter, realize with conviction and certainty that the nation as such must concern itself with the aim that all young citizens shall have a measure of equality of educational opportunity. It's all very well for the Commission to talk about placing every province in a position "to discharge its responsibilities for Education if it chooses to do so." The trouble is that if a province decides not to make adequate provision, what then? The if suggests just this—the Dominion cannot concern itself over the matter; no, not even if a province has no statutory requirement for children to attend school. Which by the way is not an unknown condition prevailing in parts of Canada, even today. It is obvious that Education would not have a fighting chance in the struggle for existence when pitted against other social services—roads, bridges, policing, telephones, ferries, hospitals, health and sanitation, etc.—whose benefits are so tangible; for the benefits of Education of the young (or lack of it) cannot be shown in dollars and cents. A school can be closed for months, even years, or the educational services drastically curtailed without its effect being of concern to the majority of taxpayers—particularly those with unenlightened self-interest who may be able to pay for the private education of their offspring. Estimates for schools are the easiest of all to cut; that is where the axe strikes first. And who suffers? Is it the economy mongers who save money thereby? No! It is the children who can have no say in a matter which so affects their start and prospects in life, who bear the brunt. Harm, irreparable harm, is done to the innocents before mature age enables them to realize that their parents, their community, their province have betrayed their trust to childhood. The awakening comes of course after it is too late to remedy the neglect and injustice perpetrated in the name of economy and lower taxes, or passively permitted to be done through *laissez-faire* policies and ignorance.

* * *

A GAIN, those who made representations before the Commission resent the implications of the phrase "going too far in denying the right of each province to decide the relative importance of Education and expenditures on other competing services". As far as we are aware not one suggestion was made in any brief or by any delegation urging that too much was spent on this service or that service in relation to Education. The statement infers also that financial subservience of the provinces to the Dominion in this regard was advocated. No such suggestion was made. Financial aid in Education was urged, certainly, but not financial control. Receipt of aid surely signifies no denial of any right to decide. Does it not rather signify the very opposite? When aid is sought or given the supposition is that the party requesting assistance has of his own discretion and volition first planned to go forward, but that with help tendered the task might be more satisfactorily done. Is it not now accepted as a successful and worthwhile policy for the state to encourage smaller authorities to do a better job by leaving the latter power to decide first how far they shall or shall not go while the state undertakes: "If you decide to go this

far, then we will meet you in financing, say on a fifty-fifty basis"? That is the way, for example, that Education has been encouraged and aided in Great Britain by the Imperial Government.

* * *

A LL in all it is very disheartening that the Commission had no thought of considering Education as a national service. Possibly they might have adopted a comprehensive viewpoint had the cataclysmic crisis been developed and the declaration of war taken place during the hearings of the Commission. Many great world figures including President Roosevelt are stressing the national importance of education and one has only to read the newspaper reports everywhere to see how this question is being faced squarely, except in Canada. Totalitarian powers at least appreciate the significance and potentialities of direct education of children in relation to national preparedness, and the imposition of their ideologies. Now, suddenly, we hear frantic reactions in the democracies, asking: "What are our schools doing to inculcate democracy?" Addresses are being delivered wholesale, articles are appearing in magazines and newspapers under these or similar headings: "Education and Democracy"; "Teaching Democracy"; "Schools and National Defence"; "Democracy and Education in the Present Crisis". Pamphlets galore are rolling off the press.

All of which goes to show that the democratic nations are suddenly awakening to the fact that they as such must concern themselves with Education in more than a detached or semi-detached way; in short that they must assume some responsibility. The nation as a nation, not as so many individual school districts, so many municipalities, so many cities or so many provinces, must exert a real interest, tangibly expressed, in preserving its belief in democracy for, as I. L. Kandel winds up an article in *World Education*:

"Perhaps out of this crisis one lesson will remain—that eternal education is the price of democracy."

The nation may continue to refrain from participating in support of educational services, but at its serious disadvantage.

We quote President Roosevelt:

"No government can create the human touch and self-sacrifice which the individual teacher gives to the process of education. But what government can do is to provide financial support and to protect from interference the freedom to learn."

TABLE OF CONTENTS

President's News Letter	4
Education and Child Development in a Democracy, Dr. E. T. McSwain	5
Manual Arts	10
Should Education Have to Fight for Its Life, C. T. F. Bulletin No. 2	11
We Teach New Canadians	13
Education of the Mind Through Beauty, Henri de Savoye	14
The Guest Children, Henry Ward	15
Correspondence	16
Report of the Committee on Reading	17
More About the Film Strip, Dr. H. E. Smith	18
Integrated Trigonometry and Analytical Geometry—A Panel Discussion	19
Departmental Bulletin	21
The Fall of France, Arthur Allen	22
Math.-Sci. Corner	23
Alberta Musical Festival	26



PRESIDENT'S NEWS LETTER

EVIDENCE is everywhere apparent that the good intentions of teachers during fall convention time are being put into effect. Teachers are busy reexamining their methods in order to see if they are compatible with the Democratic ideal. Then too, efforts are being made to set up parent-teacher associations in order that there may be a better understanding between home and school.

From the Vermilion Division word comes of difficulties confronting the Board through one municipality's failing to meet the Divisional requisitions. Incidentally, the municipality in question is one of the wealthiest in that region. Unless some outside aid is forthcoming there is a possibility that the teachers of the whole Division will be penalized because of the incompetency and delinquency of this one municipality.

In some Divisions Health Units are being established and

—BUT IF IT IS, MAKE THE MOST OF IT

Under the title **This Is Not Treason**, the November 1940 issue of *The Journal of the National Education Association* publishes a reply to recent attacks on various school textbooks as "un-American", by NEA Associate Secretary William G. Carr. In addition, the same issue prints an address on the same subject delivered by NEA President Donald DuShane at the American Legion convention in September, in which specific reference is made to such attacks appearing in *The American Legion Magazine* (see *Edpress News Letter* for September 21 and October 4, 1940).

The following excerpt from Dr. Carr's article bears repeating here:

"When we read these carelessly made charges of 'treason' in connection with the schools, let us remember that:

"It is not 'treason' to teach that American ideals require a fair chance for everyone in terms of economic, social, and educational opportunity.

"It is not 'treason' to teach that these ideals are not yet fully achieved and to stir the enthusiasm of youth to attain these ideals more fully.

"It is not 'treason' to teach that the current developments in our economic life put great strain on the institutions of democracy and to summon up youthful vigilance and courage to meet the challenge.

"It is not 'treason' to teach that many different races and peoples have made a worthwhile contribution to our American culture.

"It is not 'treason' to teach the importance of the civil liberties, nor to give practice in the responsible use of these liberties in dealing with debatable public questions.

"It is not 'treason' to teach that the United States can learn some useful lessons from the experience of other countries.

"It is not 'treason' to teach important truths, even tho those truths be distasteful to powerful interests in the community; not treason yet, not yet in the United States of America."

student dormitories are being built, but the municipal councils are insisting that there be no increase in taxation. Certainly there is need for the extension of such services, also where they are organized with a Division as the basis the cost is reasonable. However, the public must be prepared to pay for these extra services through increased taxes. Where the cost is borne by the present school budget there will be reductions in other expenditures, the probability being that "economy" campaigns will develop to compensate by way of salary cuts.

Regardless of the effect of present trends upon salaries, one fact is becoming evident. Today, the municipal unit is too small to be either effective or efficient. In times past when the main work of the municipality was the improving of horse-cart roads it may have functioned reasonably well. However, the rural municipal council has neither the funds nor the vision with which to meet the present demands for increased social services. The time is at hand when an administrative unit, co-terminous with the school division must replace the municipality.

Before another issue of this magazine reaches you, 1940 will have passed. May your Christmas be cheery and bright and may next year bring happiness to you and see the fruition of your hopes. Together too, let us pray for a just and lasting peace when the hate and violence that drives humanity today will have sped into eternity.

Yours fraternally,
RAYMOND E. SHAULL.

OPINIONS AND STATEMENTS

What One Boy Thinks of His Teachers

The following composition, written by a pupil in a Kansas school, is quoted by *Kansas Teacher* for November, 1940:

School Teachers

"School teachers hardly do any work besides grade papers and that is their own fault because they gave the test. They go and hire a girl to work for them, then they go and 'tag' the pupils around and see that they never do anything wrong. Then when they do anything the teacher sends them to the office.

"School teachers have some hobbies and they have every week D. and F. cards in the office so the pupils go in and sign the cards. They even have, red, white, and green cards and what that is for I don't know. Some teachers give tests every day and then when six weeks or finals come up they give these tests on Monday, the first day in the week.

"That's the reason I dislike school teachers."

On the composition, the teacher made this note: "22 mistakes". It is not known if this refers to the composition or to the teacher's previous conduct with the pupil.

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Education and Child Development in a Democracy

DR. E. T. McSWAIN, Associate Professor of Education, Northwestern University, Evanston, Illinois

THE increasing expansion and power of Fascism in Europe and on other continents challenges every American citizen to examine his interpretation of the dynamic meaning and value of democracy as a desirable social process. The lag between academic democracy and socially functional democracy in our societal institutions is one of our contemporary tragedies. Unless our faith in the democratic life is reflected in our social institutions, democracy becomes a mere abstraction. Many recent books and articles in educational periodicals have stressed the unique function of education in a democracy. An enlightened citizenry ready and willing to apply the democratic method is heralded as the safest protection against the enemies of the democratic way of life. The possible contribution of education to the preservation of democracy cannot be over-emphasized. However, there is a reciprocal meaning that needs to be understood and applied. **Democracy in education** is indispensable if the highest values are to be derived from education. Democracy in education stresses (1) respect for personality, (2) recognition of the identity of the self with others, (3) the creativeness of each person, (4) the remaking of character and personality through social experiencing, (5) acting on reflective thinking, (6) the evaluation of each social institution in terms of its consequences for human welfare. Our inability or unwillingness to apply the ideals and principles of democracy in our social institutions inevitably results in the failure of the school, of the home, and of the community to educate effectively for realistic democratic living. The quality of democracy lived in the home and the school is one of the basic factors affecting child development in America.

The dynamic relation of childhood to adolescence or adulthood in democratic living is one of the important discoveries of the twentieth century. Recent research in human biology, social psychology, and sociology gives a more realistic interpretation of how children develop mentally, socially, physically and emotionally. The child at birth is now recognized as a biological organism striving to maintain life by seeking satisfaction for basic physiological urges, drives, and wants. Dr. Aldrich, in *Babies are Human Beings*, presents a scientific description of the effects of the dynamic urge to grow and to live during the first two years of life. Character and personality begin to emerge early and are continuously being changed as the child seeks or accepts the aid of others in his effort to satisfy his needs and wants. Specialists in child development recognize the period of childhood as one of the most crucial in social emergence and personality development. During this period the child begins to observe and to understand through experiencing the functional values and patterns of the culture in which he participates. In response to the dynamic urge to grow and to act, the individual soon learns how far he may go in accepting or rejecting the conflict between his desires or wants and the imposed cultural requirements or social patterns without experiencing unpleasant consequences. Character, personality, social attitudes and social prejudices thus emerge in quality and directive influence as the child lives with others. If we want children to learn democracy it is imperative that we strive in every way to live democratically with them. Parents and teachers who wish to help children should give continuous study to the dynamics of child growth, to the educative impact of the culture, and to the realistic meaning of social orientation and participation.

The birthright of each child in a democracy is to have the experiences and sympathetic guidance conducive to the

normal growth and development of his unique potentialities. To deprive the individual of these essential elements in living may cause maladjustment in personality or stimulate the acquisition of anti-social patterns of social participation. Preventive measures in the home and school are far more intelligent and economical, and constitute the democratic approach.

The degree in which education in the school and the community fails to recognize the social and dynamic quality of personality is one of the great social wastes in contemporary society. Many persons view personality as passive in character and as best acquired apart from the stream of social reality. The values and facts of the culture are taught in isolation from the day-by-day living of the child, trusting that when he reaches social maturity he will act in obedience to the mold into which parents and teachers have thrust him. Tremendous changes must be made in our educational programs—home and school—if education is to come to grips with the task of meeting the emerging needs of children in their struggle to understand and to make adequate adaptation with the complexities of a society created for adults but not adequately organized for children. The tragedy of American democracy is that so few communities have had the desire or courage to develop a school for children. Far too many of our schools are organized and programmed for adult objectives. We, citizens of a professed democracy, seem unwilling to provide a program of home or school activities based on the creative power of the child and his ever-felt desire to live and learn. Children, until the culture dulls the urge, want to learn and are willing to expend the effort and to accept guidance in solving problems or situations which are meaningful and significant to them. The person who believes that children will not learn unless you instruct them does not understand children and unfortunately has forgotten much of his own childhood. The emancipation of children from the concept of education that stresses instruction rather than creative living and learning merits the active support of parents and teachers. The attitudes of parents and laymen toward education and the school are reflected in the types of questions generally asked when referring to the child and the school. What grade is he in? Has he learned to read, to write, to figure? Do you think he will be promoted? What is his "I.Q."? What marks has he received on his report card? Does he get a good mark on deportment? The more important questions dealing with personality development and social or emotional maturing are not raised so frequently. Questions such as the following reflect a different attitude toward the contribution of the home or school to the child. Does the individual show emotional stability? What quality of personality is revealed in his behavior with others? Is there evidence of growing ability to act on thinking? Does the child want to be with others? Is he becoming more observant of environmental forces and influences? Does he give evidence of acquiring a creative mind? Is he interested in aesthetic values? What seem to be his driving interests? Is he inclined to work co-operatively? When parents and teachers become as concerned with such questions as they are about "schoolish" questions, the school programme may undergo fundamental revision. The quality of "moment-by-moment" living and of personality will receive a value comparable to subject-matter mastery.

In recognition of the fullest meaning of democracy and of learning, the school or home should be a place where the child has every opportunity and encouragement to live creatively, to learn in answer to meaningful questions or felt



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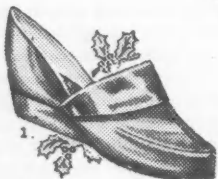
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problems and to meet the conflicts and demands of everyday life courageously and reflectively, seeking guidance in proportion to the need. Only as we are able to improve the purposes for learning and living will the individual acquire functionally the knowledges, and skills, that adults consider essential. Evidence is now available to show that children who attend school, planned in terms of their needs and purposes, experience greater growth in knowledges and skills and demonstrate more creativeness, originality, and resourcefulness in their social and academic relations. In fact, knowledges and skills are functional only as they are employed as instruments in meeting and furthering the needs and interests of children in every-day experiencing. The only way the child can learn the desired contributions of the racial heritage is to use them in solving the problem or need faced in the immediate situation. To struggle to learn prescribed knowledges and skills, apart from functional use, involves a great waste of time and effort on the part of the child and fosters certain negative effects on democratic living.

How does the child learn? The answer reveals another important factor. Learning is not a simple process of establishing neurone connections or of acquiring prescribed habits. Many fallacies have been recently discovered in the mechanistic concept of child growth. The dynamic theory of learning is scientifically more valid based on important research in biology, psychology and physics. Learning is now interpreted as a complex process involving the whole child as he interacts with his environment. To think of the child apart from his behavioral environment is unsound. To know the child, one should study both the individual and the environment. Social experiencing thus becomes the source of all worthwhile learning.

The design for living and learning is formulated within the child as he becomes *aware* of and *responds* to the needs and purposes emerging within the stream of social interacting. The intelligent parent or teacher strives at all times to help the learner understand the value of the guidance he needs in seeking solutions to problematic situations. Unless the child recognizes the guidance or requirements of others as harmonious to his own design he experiences frustration. When this frustration is too sharp or too prolonged it frequently produces maladjustment or anti-social behavior. The child can only see and interpret life as he experiences it, aided by the accepted learnings from past situations. All too often the school and the community endeavor to prescribe the experiences and desired learnings without respecting the feelings and purposes of the child. This does not mean that the child must be left to grow at will. The individual must learn to live with others. We help him to live more creatively in the degree that we are successful in helping him see the value of acting on thinking. When we set up patterns or goals of adult life as the immediate objective for the learner, we ignore the fact that if the child accepts the prescribed instruction this process fosters conformity and may even produce docility.

An examination of the typical home or school programme reveals the unwillingness or failure of many adults to respect the dynamics of child life. The major objective seems to be that of teaching the child what he is to know and how he is to learn it. The program of the typical school has been largely formulated by administrators or supervisors and handed to teachers and children to observe with slight, if any, modification. In order that the child may not escape learning the assigned content or skills imposed upon him by his superiors, we have based our faith in the validity and productiveness of: 1. varied instructional techniques, 2. a systematic organization involving grades, ability grouping, departmental program, special or remedial classes, 3. logically organized courses of study, assigned textbooks augmented by work books and achievement norms, and commercialized units of

work, 4. external motivation in the form of marks, honor rolls, stars, competitive charts, promotions, the social stigma of failure, and report cards decorated with alphabetical or numerical symbols. The widespread observance of such mechanical devices of learning indicates that we are much more concerned with teaching the child than we are in helping boys and girls discover the spirit of adventure in living and learning and to find gratification in guidance for these needs and wants which emerge from the daily interacting with the realities of life.

If we are to guide more intelligently the social development of children in the school and the community it is imperative that we seek to understand how children grow and what motivates them to learn. To ignore the uniqueness of each child is to deprive him of one of the inherent factors in democratic education. No two children have identical biological structures or possess the same growth potentialities. In addition, no two children experience the culture in the same way, although there may appear to be much that is common to two or more children. It is true that children appear to have many needs or wants common to all, yet a careful examination reveals a unique awareness and response for each. The emphasis on mass education has inflicted severe penalties and abnormal frustration upon many children. It is essential that we recognize awareness, inquiry, striving, expression and acting as basic elements in the dynamic process of living and learning. The child, at an early age, impresses us with his activity, confuses us with his questions, and startles us with his courageous desire to explore the unknown. The creative mind is dependent upon the use and improvement of these characteristics. In many homes and in far too many schools, these dynamic elements of growth are inhibited and greatly retarded through regimentation and imposed requirements. One encouraging trend in public education in our modern society is the change effected in some schools. The transition from a prescribed, highly organized program to one that more adequately meets the needs and emerging interests of children is most encouraging. One is impressed, as he visits schools planned to serve children, to see how readily children respond to a variety of purposeful activities. The evidence of eagerness and effort revealed in striving to accomplish their accepted goals is ample and significant.

Another factor important in child development is meeting more adequately the personality and emotional needs of the individual engaged in democratic living. Personality, in its fullest sense, finds expression in person-to-person relations. It is interesting to observe how rapidly commercial institutions are beginning to appreciate the role that personality plays in business relationships. In past years we have underestimated the role that the early school period plays in personality orientation and development of each boy and girl. It is true that personality may be changed in later years. However, the basic social patterns, emotions, and attitudes are largely formed before the individual reaches secondary school age. Our responsibility as sympathetic guides to the child makes it obligatory that we endeavor to understand the basic needs of personality and emotional growth. Respectable status with a group is an indispensable element in normal personality. The child in the home and in the school strives continuously to seek and maintain status with the group. Status, or the sense of belonging, is dependent upon the individual's ability and success to identify himself with the group. When the child begins to feel that he is not being accepted, conflicts arise which stimulate him to withdraw and to seek status in other social situations. If he cannot find status in social activities, the child will use his imagination to create mental situations that grant to him success. A sense of belonging is just as important for social and emotional growth as nourishment is for physical development. In the

home it is the mother who first helps the child to appreciate the social value of affection or approval. As the child extends his social contacts, he seeks approval of others to supplement that offered by his parents. Unfortunately, in many homes and in too many schools children are made unduly sensitive to their differences, or their irregularities in development. The stress on conformity in achievement has deprived many children of normal growth with reference to their personality needs. Unless the school offers ways to achieve satisfactory status with the group the insatiable desire for affection will force the individual to turn to those persons or experiences which for one reason or another are willing to offer status. Juvenile delinquency, in most cases, has a social origin.

A growing sense of achievement or the need for gratification is essential for developing and maintaining one's personal integrity. In early childhood this need is met in gaining increasing control in motor activities. Observe the expression of the young child when he tries to run down a small incline. His inability to control, at first, the necessary muscular co-ordination causes him to experience difficulty. When he is able to accomplish his purpose he expresses his joyful feeling of achievement. As a child becomes older he seeks achievement through language and in the area of social communication. After many years of experiencing, the individual begins to discover the value of achievement through control and reasoning. Unfortunate is the child whose parent or teacher strives to accelerate growth requirements and in so doing forces the child to experience great difficulty in experiencing achievement. In some instances the prescribed achievement cannot be secured and frustration results. Many unpleasant situations would be avoided and much maladjustment prevented if parents were not so eager to move the child from motor or language activities to situations involving abstract reasoning. Proper respect for child growth should cause us to move many of the present requirements in the primary grades to the intermediate level and those of the intermediate level to the high school. Many of us have failed to appreciate the adage: "Nothing succeeds like success and nothing fails like failure." Children would find more joy in their home and school experiences were we as willing to help them achieve success as we are to criticize their mistakes or lack of accomplishment. It is undemocratic to deny the child the joy of normal living by expecting him to play the role of a premature adult. The spirit of adventure has been dimmed for many children because of the ambitious requirements imposed by the home and the school which are beyond the level of normal achievement. Unfortunately, in ignoring this basic need we have played loosely with the child's emotional structure. It is true that one's behavior is more often shaped by his emotions than by his reasoning. If we are earnest in our desire to help the child experience normal growth in affective behavior, should we not examine carefully the probable effects of undue stress on marks,

promotions, test scores and other similar requirements on the emotional and personality development.

Democracy in the home and school implies respect for the child as a unique individual and proper consideration of his own pattern for growing and learning. We are just beginning to understand the nature and function of maturation in the physical, mental, social, and emotional development of children. The measurement of growth should be made on the basis of psychological time. No two children learn at the same rate. No child experiences the same rate of growth in all phases of development. Irregularity of growth in weight and height among children is recognized by society as relatively normal. We expect, however, that children in the home and in the school meet a norm of standardized growth in mental, emotional and social development. Irregularity in growth among children is normal unless the irregularity becomes too marked. If, and when, this happens it is revealed in the child's behavior. The dynamics of life cause the child to reveal many characteristics different from other children or adults. We are concerned in some schools when children in the first grade fail to learn to read at approximately the same time. However, if all children learn to read or learn to do other requirements at the same time, we would have an abnormal rather than a normal situation. In our effort to shift learning from the concrete to the abstract, we involve many children in learning situations beyond their biological and psychological maturation. Children in school will learn with relative ease those things for which there is a need and which are recognized as functional. One of the unique contributions of teachers in the elementary school has been helping parents to understand the importance of adjusting the life and program of the school not only to the mental differences of children, but also to the uniqueness of their emotional and social growth.

Another important factor in normal living is that of acquiring adequacy in meeting conflict. The wants and urges of the child conflict in many ways with those of the adult members of the group and with the cultural pattern. It is essential that we give sympathetic guidance so that the child may acquire the desire and technique for making adjustments to these conflicts that are satisfactory to him and at the same time cause him to realize with equal degree of respect the wants and rights of others. Respect for authority is essential in normal living. The child will learn to appreciate the value of authority only as we help him to understand its functional meaning in his daily activities. When we try to teach respect for authority by force or punishment, we may achieve an overt response markedly different from the inner feelings of the child. Unless there is proper integration between the overt response and the inner feelings of the child we have the beginning of a disintegrated personality. In contemporary society, with its increased complexities, it is essential that we do everything possible to help children acquire functional

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techniques in problem solving. Interacting with conflict on the basis of thinking rather than more emotionalized responses reveals strong character. Some persons misinterpret the meaning and value of freedom advocated for children in home and school. No one interested in the normal development of children would advocate unlicensed freedom. However, there should be freedom under guidance if children are to develop the ability to discover their potentialities and to meet conflict intelligently and with emotional control. Growth in self-appraisal and self-direction is essential in democratic living.

Joy and creativeness in living and learning constitute wise motivation. It is unfortunate that some people have the idea that the things children enjoy are not good for them. These persons take the position that to be forced to engage in unpleasant activity strengthens character and helps one to meet better the world of cold reality. This point of view is in conflict with the findings of important research in psychology and sociology. One who visits a school where children engage in a variety of experiences adapted to their interests and needs is impressed with their joyful and happy responses. Finding joy in one's work enhances personality, releases creativeness, and encourages mental and social exploration. Happiness as an end, however, should not be the direct goal. We should help boys and girls find happiness through meaningful achievement, through social service, and through co-operative living. One of the social errors in modern life is that many people evaluate happiness in terms of material possessions rather than in creative living and social service to others.

Change and conditions in the socio-economic situations of contemporary society have a marked effect on child growth. The child is a social being and it is impossible to think of him apart from his participation in the surrounding culture. Briefly, may we examine a few of the socio-economic factors and their relation to the child. The marked inequalities in purchasing power among citizens indicate the low level to which our economic system has fallen. There is a high correlation between economic democracy and social or political democracy. We can no longer ignore without serious social consequences the fact that far too many children do not have sufficient nourishment, adequate clothing, or decent housing facilities. Demoralization, crime, delinquency, and anti-social behavior are very often the result of the struggle on the part of the underprivileged to live and to gratify basic wants and needs. Many children and adults are forced to suffer from conditions beyond their control, unnecessary physical want, and emotional depression. One of the new frontiers in social living is to use the creative genius of man in making our technological inventions and economic order more adequately serve the needs and welfare of a large number of people.

Is it not striking that in an age of potential plenty we find such marked inequalities in educational opportunities offered children in our so-called democracy? In those areas where we have the highest birth rate and the lowest economic status, we find the lowest educational opportunities. The implications of this situation for the preservation of democracy merit reflective consideration. Far too many of our children attend school equipped with poorly qualified teachers, inadequate instructional materials, unattractive housing facilities, and operated for a disgracefully short term. As we try to apply the ideals of democracy that we so glibly talk about, we should strive in every way possible to offer equal, but not necessarily identical, educational opportunities to each child or youth irrespective of race or creed.

If children are to be able to live intelligently in a democracy and to use their creative powers in maintaining and extending this philosophy of life, they must be given the opportunity to live democratically in the home and in the school. We believe in a government by the consent of the

governed. As adults we cherish this privilege and on occasion will even fight for it. Is not this principle of government also sound and valid for children? Unless children have the opportunity to engage in co-operative planning, executing, and evaluating the activities which are to be carried on in the home and in the school, we cannot expect them to have made democratic living a part of their social fabric. In too many homes children experience the authoritarian concept of social control. It is easier for the parent to tell the child what to do and to set the standards of behavior than to guide the child in discovering the values of desirable patterns of social responsibility. As we help the child to live more creatively and more intelligently the way his unique pattern causes him to go, the more surely he will follow this pattern in later life. Democracy in the home challenges parents to teach children by living with them; to share their thinking with them in determining what seems to be the adequate solution to present conflicts or problems.

There is relatively little genuine democracy practiced in our public schools. We have developed a very costly system of education. It is highly organized and efficiently operated from the point of view of administration. Yet the amount and quality of applied democracy in our schools represent a poor return on our investment.

Education is interpreted as a function of the state. Teachers, therefore, are considered servants of the state and employees of administrators. In a democracy the function of the teacher is to serve as a guide to the child in his search for the truth and to help him follow this search wherever it may lead even though it will cause him to break with many of the accepted mores of the cultural pattern. Can we have democracy in education as long as so many teachers fear the dominance of administrators or community pressure groups? In many communities teachers are denied many of the privileges in living extended to normal citizens. Unless our school program is so administered that teachers experience a feeling of freedom and security, it will be impossible for them to help children experience a comparable feeling of freedom and security. Unless we release the creative powers of teachers and encourage them to work co-operatively with administrators and parents, it will be almost impossible for them to guide children in learning how to work and to live co-operatively. The quality of democracy is not revealed in how long or strong one can verbalize on democracy. Its genuine value is expressed in the person-to-person relation in all our social experiences. The unspoken expression of democratic values in our contacts with others speaks so loudly that we have little time to hear the lip-service. The unique function of education in a democracy is to provide more democracy in education in order that children may so live in the home and in the school as to experience the urges and the means to:

- (1) make continuous free inquiry in the area of the unknown,
- (2) develop a normal personality through normal living,
- (3) find the spirit of adventure in learning,
- (4) acquire those attitudes and social values essential in democratic living,
- (5) face change intelligently and courageously,
- (6) willingness to accept social obligations and to evaluate the consequences of their activities in terms of the effect upon others as well as themselves,
- (7) evaluate life on the basis of meaningful creative living rather than the quantity of possessions.

The status of democracy, now, and in the future, rests both with the adults and the children. As adults live democracy in the home and in the school, they will help children to understand the uniqueness of the democratic way of life. In addition, the application of democratic principles and values by adults will make it possible for boys and girls to develop the urge to so think and act that the democratic way of life will reveal its superiority over those forms of social government which subject individuals to the will of the state.

MANUAL ARTS

General Shop - Wood - Motor - Metal - Electricity - Drafting - Domestic Science

Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

When the high school inspector came around to Hanna last year, he was impressed by the variety of community projects that had been undertaken by the students of the Home Economics and General Shop departments; so he suggested that a description of this work be sent to *The A.T.A. Magazine*. Mr. Cochrane and Miss Bell have certainly managed to correlate their work and to co-operate with the community at the same time. We feel sure that their resourcefulness will inspire a good many other teachers who work in the same field.

CO-OPERATION AND CO-RELATION IN THE GENERAL SHOP AND HOME ECONOMICS DEPARTMENTS

Percy Cochrane, General Shop Instructor, Hanna

UNDER the new course of study for Intermediate and High Schools in Alberta, co-relation of subjects is encouraged to exemplify the principle that knowledge is not separated by the barriers of the subject-name. In the Hanna School successful co-operation between classes has resulted in a friendly and profitable exchange of ideas and talents.

At least once in the school year, the boys taking the General Shop Classes are entertained at teas by their girl classmates of the Home Economics Course. By this informal social hour, good manners are encouraged and points of etiquette are stressed. The convener of the committee in charge of entertainment addresses a few words of welcome to the boys, and one of the boys is chosen to express the general thanks of his class. Thus in this simple way practice in the social graces and in public speaking is given. On the other hand, the boys have made many useful and decorative articles which are now part of the regular equipment of the Home Economics room, such as rolling pins, baking boards, screens to separate class-groups, and have assembled the parts for the classroom chairs.

One of the most interesting projects which has benefited both classes was one carried out last year. A student in General Shop 1, following the plans sent out by the Institute of Technology and Art, made a table loom. Although the reeds and heddles were sent from Montreal, he assembled and attached these to the wooden frame he had made. This table loom is now used by the girls in the Home Economics Classes. Handsome scarves, purses, shopping bags, and accessories for trimming have been woven on this loom by the girls in the upper grades.

A good deal can be done to improve the appearance of the shop. The boys have kalsomined their classroom and painted the equipment and cupboards. In addition, they have made properties, scenes and flats for the use of the Dramatics classes in the whole school. Several students, also, have executed problems planned in the art classes in the Shop;

one boy designed and made a copper tray and another a wooden figure of a Boy Scout. Similarly the girls have added to the furnishings of their room by measuring, embroidering curtains, tea towels, and lunch cloths. The girls also made the curtains and drapes for the Boys' Dormitory.

Of course it may be admitted some schools are already well equipped and that such assignments as the above mentioned would be unnecessary. But the General Shop and Home Economics ought to set practical assignments for students. These courses are designed to develop the mechanical skill and facility to meet as adequately as possible the routine tasks of adult life. If the student attacks problems adapted to his environment and to the development of his natural ingenuity the purposes of these optional courses will have been successfully fulfilled.

* * *

YOUTH AND TRADE

	college:	technical school:	business college:
in school:	65%	25%	10%
in life:	10% professions	70% industry	20% business

This statistical table is well explained by Mr. J. M. Pigott in an article which appeared in *Maclean's Magazine*, May 15, 1940. There we read:

"The ultimate objective in the collegiate courses is university and professional life; the objective in the technical course should be industry, a trade, or craft. The expression 'should be' is used because, unfortunately, the choice by the student or parents of the technical course is not always due to serious objectives, but rather to a decision that for economic reasons, or doubt of ability to go further, the professions and a cultural education are given up. The graduate from the business-training course goes into clerical work as secretary, book-keeper, or stenographer. Out of every ten children who pass the entrance examinations, proportionally six and a half go into the collegiate; two and a half into the technical school, and one goes to business-training school. Please, keep those proportions in mind for, ultimately, we find another set of figures that are very interesting. When these ten young people finally finish their schooling and settle down to the serious business of earning a living, we find that something has gone wrong. Seven of these children are now in industry, two in business and one in a profession."

These are facts which we should have at our fingers' ends when we get a chance to advocate more manual education in our schools!

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Should Education Have to Fight for Its Life?

C.T.F. Bulletin No. 2

Addressed to Every Teacher in Canada.

IT IS very good news indeed that the Ottawa Government has taken an active and forward-moving attitude towards the Rowell-Sirois Report. "The less a government can do about anything at all, the better for everybody concerned" is a very dangerous political maxim for a Democracy fighting for its life; and for years that has seemed to us a fairly apt description of Canadian governmental performance. Now that we have some assurance from Premier Mackenzie King that the Report is to be the basis of substantial changes, and that our Confederation is to be made ship-shape and seaworthy, we can be very much more hopeful of the post-war future of our land. The Socialists among us—and there are many—will concede that, so long as we remain a capitalist economy, we should at least be an enlightened and efficient federal system within the possibilities of that economy.

We therefore hail the coming of the Dominion-Provincial parleys. We urge upon Premier Mackenzie King and upon all the provincial spokesmen the need for skill, imagination and above all courage. This age demands all three from those who would be leaders. If they lack the prime essentials they will pass out ignominiously, and those who supersede them will have to make up much wasted time.

We hope that by this time the allusion in the title of this bulletin is familiar to all teachers and educationists in Canada. However, it is so important that we must pound it home again. The proposals of the Rowell-Sirois Commission are designed to stabilize the finances of the provinces by taking over debt service and the relief of employable unemployed into the Dominion budget. (Assumption of relief of unemployables will also be of great assistance to municipal governments). The Dominion government is to take sole possession of the income-tax field, and is to discontinue the existing subsidies; but the provinces are expected to gain on the transfer, by sums aggregating at least \$40,000,000 annually.

The Commission reasonably expects that this lightening of the burden upon the individual province will enable that province to build up its internal administration (public works, social and educational services etc.) to a standard comparable to those of modern communities elsewhere on this continent or in the British Commonwealth. Then the Commission reviews the very urgent representations made by educational bodies (including the C.T.F. and nearly all the teachers' provincial associations). The briefs submitted by them were unanimous in asking that the enormous taxation resources of the Dominion should be tapped sufficiently to ensure that every Canadian child may enjoy at least an adequate "foundation" of education. The Commission admits that "especially in recent years, education has been terribly neglected in many of the poorer parts of the country and that wholly disproportionate sacrifices have been imposed on those who have devoted their lives to this important public service". (Report, Book II, p. 51). A footnote on the same page tells us:

"In Saskatchewan the reduction in teachers' salaries was most severe. The total paid in salaries to teachers was reduced from eight million dollars in 1930 to less than four million in 1934. . . . The total salary paid to rural teachers in Saskatchewan declined from \$4,507,000 in 1929 to \$1,939,000 in 1934."

BUT, says the Report.

"But the representations appear to us to go too far in denying the right of each province to decide the relative importance of expenditure on education and expenditure

on other competing services." And then, after adverting to the proposals which are expected to place each province in a solid financial position:

"Once this position is established it seems to us best that education, like every other form of welfare service in a democratic community, should have to fight for its life, and that a generous provision for the education of the children of the nation should depend, not on any arbitrary constitutional provision, but on the persistent conviction of the mass of the people that they must be ready to deny themselves some of the good things of life in order to deal fairly by their children."

Well, there you have it again, and we promise not to give you the passage verbatim any more during the current C.T.F. year. We do so now only to make the following points:

I. Federal Aid to Education would deny nobody's right.

Let us suppose (and it does not stretch the imagination greatly) that a re-shaping of the economic life of Europe after the present struggle should force upon Canada the stark necessity of a sharp rise in the quality, quantity, variety and general efficiency of its agricultural production—either that or chaos. The Dominion might—

- (a) continue a leisurely, genteel service of pamphlet distribution and experimental farms;
- (b) refer the matter to provincial governments for such action as they might devise;
- (c) subsidize acreage and high grades by bonus from the taxpayers' pocket;
- (d) offer dollar-for-dollar assistance to every province which set up within its framework of secondary instruction a system of "schools for rural life."

May we not venture to say that the fourth proposal would get more results than the other three put together?—And that no province would lose any of its rights by reason of that proposal?

Let us suppose again that some new technological development like the typewriter, or some new line of personal service like beauty culture, should open to girls a new vocational avenue more alluring and accessible than teaching. It could very easily happen, and would result in a shortage of teachers, a decline in the quality of teacher-recruits, a slow and lagging increase in teachers' pay, or any combination of the three. Actually, such a situation would constitute a national emergency. (Did not a distinguished guest say to the Quebec teachers the other day: "There is no work as important as yours. If you fail nothing else in the community can hope to succeed." . . .?) Under the set-up of the Rowell-Sirois Report, the government of Canada would be powerless in that emergency. But with an intelligent system of Federal Grants-in-Aid the Prime Minister would be able to announce: "A new factor in female employment makes it necessary to increase the cash bid for the services of trained teachers. Since a decline in teaching service will fall first upon rural areas, we are ready to subsidize rural education in any province by matching dollar for dollar next year the aggregate increase in rural salaries over the present year 19—. It is believed that the provincial school systems can adjust themselves to the new factor in female employment within the next five years. This special grant-in-aid will therefore be continued for five years and will be terminated on (date); provincial governments are asked to govern themselves accordingly."

We admit readily that the above examples are crudely stated, but there is nothing essentially silly about them—

nothing one-tenth as silly as the fact that about 25,000 women teachers in 1938 earned less than the girls who bind the school textbooks! Nor is there any suggestion in either example that the provinces must do this or must not do that.

11. The Fight Would Not be a Fair One.

Here is the government of the Province of Midwest, with \$1,000,000 revenue made available for the improvement of services under the Rowell-Sirois Plan I. Let's consider the relative weight of two pressure groups concerned as to the spending of this million. Group 1 wants an immediate start on the gravelling of the province's 100,000 miles of earth highways. Group 2 wants the money spent on giving 5,000 teachers a lift up to subsistence wages and on partial rehabilitation of 5,000 school premises. The Highways Group will certainly include oil firms of great wealth and influence, automobile agencies likewise, contracting firms, 100,000 automobile-driving citizens, all bus-operators and road-freighting firms, all Boards of Trade. The Education Group will include perhaps 8,000 teachers and educationists. It is all very well, Messrs. Commissioners, to tell education to fight for its life, but education has been doing just that for the past ten years, against the odds we have just indicated; in spite of its fighting it has been (in your own words) "terribly neglected in many of the poorer parts of the country." When a man or an institution has to fight for its life, there is always the chance that it will lose both fight and life. Do you really mean that we should run that risk?

III. The answer is NO. Education should have to fight for its growth, but not for its life. Other indispensable services do not have to fight for their life. The civil service takes its depression cuts, but does not see its livelihood drop right through the floor. The Post Office, the Police, the transcontinental railways, the legislative bodies, the judiciary—all these have their feet on solid ground knowing that the cheques will come round. They know on January 1st that they will have "shoes for the children" on December 31st. They may have to fight for budget appropriations to extend services, but they have not the slightest fear or chance of being "terribly neglected in many of the poorer parts of the country." Just why should Education be picked out and thrown into a Darwinian rough house? We can't see it.

* * *

Truth Will Out. Canadian teachers will doubtless feel that they owe it to Britain to give as much publicity to the following statement as was for years given to the lie it exposes. It was published in the *St. Thomas Times Journal* some weeks ago:

"The British government, and Viscount Simon in particular, have come in for a good deal of criticism over the Japanese seizure of Manchuria, it being alleged that Simon, who was then foreign secretary, rejected American offers to stop Japan. The British have consistently denied that, and it is interesting, therefore, to find that at a recent meeting of the New England Institute of International Relations, the following statement on the policy of that time, was adopted:

What we usually hear in this country is that when Secretary of State Stimson asked Sir John Simon to co-operate with America in checking Japan, Sir John refused to co-operate with him. The fact is that Sir John offered to impose sanctions on Japan if the United States would promise not to nullify those efforts by continuing to trade with her. Stimson assured Sir John that we would be glad to co-operate—but to his surprise President Hoover refused to back him up. Naturally Great Britain had to govern herself accordingly.

Coming from an American organization devoted to the study of international relations, that should be an acceptable explanation."

* * *

EDMONTON NORMAL ALUMNI DANCE—DECEMBER 27th at 8:30 p.m.—NORMAL SCHOOL

Premier Godbout of Quebec has started something. Here in the west one has to be very alert to learn much about it in the press, but we are delighted to know that the Premier has declared a policy of educational reform. It may be significant, too, that the *Montreal Star* and the *Montreal Standard* last month carried a feature article by our friend Leslie Garden, entitled "Teachers who earn less than Laborers." The sonorous compliments of guest speakers at the Quebec Protestant Teachers' Convention are made the text for a recital of the conditions revealed in the C.T.F. Salary Report.

Number of Pupils Aged 14 and over in Provincially-Controlled Schools, by Provinces, 1936.

Province	Number	% of entire population	% of adolescent population
P. E. I. . .	4,324	4.6	32
N. S.	32,282	6.0	40
N. B.	17,735	4.1	26
Que.	98,298	3.2	21
Ont.	171,071	4.6	36
Man.	38,785	5.5	36
Sask.	59,454	6.4	40
Alta.	50,291	6.5	44
B. C.	38,315	5.1	42

The above table has been carefully compiled from data available in the Canada Year Book 1938 and is presented with confidence in its substantial justice. (C.Y.B. 1938, pp. 136, 155, 986).

The amount of adolescent training provided by a provincial public school system is a very significant measure of the vitality and modernity of the system. This table therefore gives men like ex-Premier Duplessis (who are loud in praise of the Quebec educational service) a good deal of explaining to do. And it gives point to the following press cuttings.

Premier Godbout in a radio address, November 16, 1940:

"In the domain of education we desire that French-Canadians cease to mark time, because we intend that they play the preponderant role which belongs to them in the cultural and economic life of Canada."

LOST GROUND

From *L'Evenement-Journal*, Quebec

Our inferiority in the economic field is plain; we are lacking in the competence which can make a profit out of our vast natural resources which make us truly masters of our productive wealth. That is agreed upon in more than one circle. Thus Abbe Arthur Maheux of Laval university noted in an article in *French Canada* the differences between French-Canadians and young English on leaving the higher institutions. The former are directed toward the speculative field, whereas the others are carried toward the practical, toward economics, toward the battle of life. Already the latter are showing themselves superior in the practical career upon which they have set out and in which they quickly leave their competitors behind. Messrs. Godbout and Perrier intend to make up lost ground.

To compete more successfully our young people must know English better, the language of the immense majority of the people of this continent, the language of the majority in Canada. They must specialize in industrial and economic careers, following the courses of the technical schools, giving up their leisure to the study of the economic problems of the country such as the exploitation of natural resources, commercial relations and the conquest of foreign markets.

We believe Canada is with you one hundred per cent, Mr. Godbout.

B. BATTLE AXE.

We Teach New Canadians

IDA N. VYSE, B.A.

NEW CANADIANS PAST and PRESENT

THIS is an extremely broad and general topic between last month's more specific consideration of English for New Canadians and next month's rather specific consideration of Health for New Canadians. The purpose of such a broad topic cannot be better expressed than by part of a letter from S. Boyko of Radway:

"I believe that before us as those to whom the developing of Canadian citizenship has been entrusted, there lies an assignment of tremendous importance. We must strive to develop in our students, and in ourselves too, a deeper, more sympathetic understanding of, and greater tolerance for, the variety of peoples tossed in here by Fate. We must develop a better understanding and deeper appreciation of their backgrounds, of their problems, their struggles, their efforts as citizens, and of their contributions to Canadian culture. We all must know and appreciate each other. Only such a mutual understanding can bring about a truly harmonious spirit among us. We certainly need it!"

As this quotation implies, the pause we are taking is to consider "the whole man", our people of Canada. Remember how we have filled in forms for so long with the specific name of our father's race, because, "There is no Canadian race." We've been letting it go at that with a quite definite feeling of "separateness". Today we are discovering that we have something very real instead of a race. We have a Canadian people.

What do you think of this partial quote from Jerome Beatty in the November 1940 *Reader's Digest*: "Canada, a year ago was a nation of disjointed racial groups of varying loyalties. . . . Then France fell. Suddenly it became clear to all Canadians that they were fighting, not for England, but for Canada—the land where British, French, Germans, and Ukrainians etc. could live side by side as free men. Here was something to fight for."

Canada! The land where instead of brotherhood of race we can put into practice the greatest idea ever conceived, "the brotherhood of man".

It is wonderful to have such a place to live in. Emotionally Canadians are stirred today. As Mart Kenny says in his new song, "We're Proud of Canada".

Not only are old and new Canadians alike stirred emotionally these days, but there is getting to be a general understanding of some important points. We are aware that we must win the peace as well as the war, and that the purposes mentioned above are part of winning the peace.

We are stirred emotionally, we understand the need of active effort, and thirdly, our education today is stressing the type of attitude which promises a successful endeavor in the undertaking of being real Canadians. The objective attitude, the truth-seeking, problem solving attitude, is evidencing itself more and more. Someone has said, "Our task is not to distribute praise or blame. It is to state facts, to understand conditions, and then determine, if we can, how conditions can be made more as we wish them."

Some Helps to Our Own Understanding of Canadians— Past and Present

Most of us as individuals have not had the opportunity, by personal experience, of getting a comprehensive objective picture of the Canadian people. Rather than give you an incomplete, second hand skimming of informative material, it seems more honest to direct you to writers who did their surveying first hand. Of the materials which have been printed in this field the following books may prove especially worthwhile at this point:

Canadian Mosaic—(The Making of a Northern Nation) by John Murray Gibbon, published by McClelland and Stew-

art, Toronto, in 1938. This book you are bound to find worthwhile. Mr. Gibbon has wanted to know the same things we want to know; and as an organizer of music and handicraft festivals across the continent he has had a broad direct contact with Canadians; as an organizer of radio programs he has had access to important sources of information; and as a recognized historian he has utilized his opportunities. Mr. Gibbon says:

"In studying the character of any people we should consider the physical background . . . and the social and political conditions. We should ask ourselves . . . how did the people get there . . . are their neighbors friendly . . . have they been troubled much by wars with other people or by civil wars . . . what are their religious beliefs . . . are they a home loving people or are they restless and inclined to be on the move . . . are the women expected to do hard manual labor . . . do they have large families . . . what sort of schools do they have . . . are they music lovers . . . what are their sports . . . do they like to work together . . . or are they inclined to act and get things for themselves . . . are they the kind of people who do just what they are told . . . or do they like to criticize and think the world should be reformed? . . . The plan I have adopted is to trace the history of each racial group from its original home in Europe, accentuating those incidents that show relationship between such races in Europe previous to their coming to Canada. The history has been documented as far as possible with quotations from contemporary records."

The relationships and racial groups traced include: Europe, United States and Canada; France, England, Scotland, Ireland, Wales, Germany, Netherlands, Belgium, Scandinavia, Eastern Baltic, Poland, Ukraine, Czechoslovakia, Balkans, Hungary, Russia, Italy, Spanish Peninsula, Hebrew and Canada; Cement for the Canadian Mosaic.

In addition to the breadth of understanding of the whole people there have been studies which promote depth of understanding of specific groups. Perhaps most exemplary of these are the books obtainable on Ukrainian Canadians. The author of one of these (Charles H. Young, M.A.) points out:

"Racially the Ukrainians are third in numbers in the Prairie Provinces where the majority of them are to be found. Yet they are relatively unknown to most of their Canadian fellow citizens."

Within the last few months a new book has come out, *The History of the Ukraine* by Prof. D. Doroshenko, edited and introduced by Prof. Geo. W. Simpson, University of Saskatchewan, and including a note on recent developments in Europe and the Ukraine, published by The Institute Press Ltd., Edmonton.

Professor Watson Kirkconnell says, "No one can read this masterpiece of Doroshenko without keen sympathy for the tragic fate of the Ukrainian nation . . . and out of that sympathy may come a happier integration of this colorful race into the national life of Canada."

Also, the aforementioned C. H. Young has given the picture in this country in *The Ukrainian Canadians* published by Thos. Nelson and Sons Ltd., Toronto, 1931.

"While the study is confined to the Ukrainians, the essential features of the transition process are not limited to Canadians alone. This group is typical of other immigrant groups, because in the assimilation of any racial group the same process inevitably occurs, though more or less rapidly in a greater or lesser degree according to the special circumstances of time and place connected with their settlement in Canada." . . . The material in the study is the result of no armchair, parlor car observations, but of intimate first hand contacts with these people and others having to do with them."

Further Procedures

In last month's A.T.A. Magazine was a sentence, "The objective of the Vocations and Guidance course is not credits

but guidance." In another article, "Schools are Teaching Citizenship" by Dr. Samuel Everett examples showed how youth and adults are engaging in practical citizenship activity.

In the same spirit, that the objective of social studies and sociology and citizenship and enterprise courses is not "credits" but understanding, and citizenship and life, it is suggested that the New Canadian field offers possibilities for experiments in practical citizenship. For those who would take leadership in such a venture see the book, *Immigration and Race Attitudes* by Bogardus for suggestions which follow up this paragraph:

"In many communities where unassimilated immigrants are located, there are generally a few natives who are interested in the immigrants, who are disturbed because the immigrants do not become assimilated, and because other natives are antagonistic toward the newcomers under the guise of being patriotic and loyal. The few natives who are thus disturbed make friends with the immigrants and try to excuse the prejudice of their fellow natives, but are at a loss to know what to do. . . . In showing themselves friendly toward the immigrants they are labelled traitors by their fellow natives and their efficiency as immigration workers is hampered. A fundamental procedure for workers with immigrants to follow is to make a careful and painstaking study, by survey and research, of the local situation and to develop adequate programs based on that study."

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Education of the Mind Through Beauty

HENRI De SAVOYE, B.A., LL.B.

BY education we do not mean the piling up of knowledge but the enlarging of the faculties. What is beauty? It is balance and harmony. It has also been defined as Unity in Diversity. Patches of color jarring with each other do not constitute a picture; sounds not related to each other, if given in succession do not make a melody, and if heard together do not blend into a chord. The eyes can focus on a picture because they are drawn to a resting point by the direction of lines; the mind can concentrate on a piece of music because the sounds form definite patterns around a theme. So let us first understand that concentration, as its name indicates, necessitates a centre of interest on which the mind is focused.

Concentration is the definite goal in the training of the mind. But it is not before High School age that the minds of students are strong enough to concentrate on abstract ideas. In the meanwhile the training must be done on something else, and art, which is ideas clothed with a concrete vesture, offers itself for the early training towards concentration.

To most members of mankind vision is more real than hearing; we are generally more sure of what we see than of what we hear. It is therefore with pictures that the training of the mind must begin. I am not under the delusion that I am here opening a new road in education, since picture study has long been one of the subjects taught in elementary schools. I am only analysing a process, trying to explain the why of something that is already practised.

In the whole of nature, all things are grouped around a centre, planets around a sun, villages around a capital, individuals around a leader. In the same manner the different parts of a picture are linked together, are bound to a centre. That centre may be a part of the picture. If the picture represents a dog playing with children, the dog may be the centre of interest; or, if a child plays a prominent part in the scene, he is the centre. There is always a centre of interest in a picture; otherwise it is not a picture. This is the essential idea that pupils must grasp.

The initial study having been done with pictures whose centre of interest is a part of the picture, the child is now shown pictures whose centre of interest is an idea. It may be a family scene. The father, mother and children, seated together, express by their attitudes a deep, mutual love. That idea of love manifests itself through the features, gestures, demeanor of every character; it is the very life of the picture, therefore the centre of interest, the bond that links all parts, that brings unity, that allows the mind to concentrate on the picture. When the pupil has comprehended that, he has reached the realm of abstract ideas, and he must then be told that Unity in Diversity, which is the fundamental rule of Beauty, is the one common rule of all arts, drawing, painting, sculpture, music, literature.

To explain it through music requires in a teacher a thorough knowledge of the art, and also in students some previous musical study. If the students however have any musical faculties they will more easily visualize unity in a piece of music than in a piece of literature. Music is more subtle than colors, but abstract ideas are still more difficult to grasp and to hold together in the mind than sounds.

That explains why the education of the faculty of concentration cannot be begun on abstract ideas; the first step must be taken through ideas expressed in the concrete, i.e. on works of art.

The Guest Children

HENRY WARD, B.A.

NOT so long ago small groups of British children, numbering a few thousand in all, arrived in Canada and the United States. These "Guest Children" have been taken into the homes of relatives, friends, or other kind-hearted folk in the larger centres of population.

Already the children have given us several interesting problems to solve. What effect will their presence and influence have on Canadian schools and children, and conversely, of course, what effect will our schools have on our new British friends? To what extent should we require them to conform to our standards of behavior and to our customs? And very important—to what extent should those who have opened their homes to the guest children assume the rights and powers of a parent?

But there is another problem of greater import—the problem of just how much care and attention to lavish on our "guests". There is no danger of too little attention being paid. On the contrary, the danger lies in pampering these children to such an extent that they will become spoiled. And believe me this danger is already a pressing and disturbing one.

The inclination of Canadians is to receive our new friends with all possible sympathy, to be over-solicitous about them, eager to share their burdens, make adjustments easy, and to shower them with kind attentions. But is this course of action entirely commendable? I think not. It becomes another case of too much kindness not being true kindness.

Already the broader outlines of our unwise actions are apparent; already our errors are plain. And may I say that I speak not without some knowledge of the subject, for ten guest children dwell in our community and six are members of my classes.

What has happened is this. The flood of warmth which Canadians feel for our English cousins in their plight has overflowed, and these young guests now find themselves in a position of unsought and unmerited prominence. Canadians have responded royally and rather ridiculously to the call for aid, and the British children have been showered with smiles, attentions, and foolish questions. It would seem that thoughtless Canadians are releasing pent-up war emotions on defenceless guest children whose only desire is to associate on equal terms with children of their own age.

The Canadian reaction to the presence of the British children is natural enough. We find them unusual—different in tongue, dress, and custom—and therefore attractive and interesting. They have come, so it seems, as emissaries from the battle-front and we have pounced on them avidly and showered them with good works and noble deeds. It is probable that we are flattered because they have chosen Canada as their new home. At any rate, they have been dressed up, paraded, and made to do their cute little English tricks. In short, they have been lionized. And while the children have been thus admired, the foster parents have basked in the sun of reflected glory.

Others have taken up the tune—service clubs, church groups, women's organizations, groups with political and military affiliations. Our guest children have been treated to movies, given parties, feted and showered with all manner of attentions. The poor, bewildered tots! In their brief span of years they have felt the severance of family ties, the loss of home and parents, and have already experienced greater changes than most of us realize in a lifetime. And these children, from simple homes of humble parents, awed and unnerved by an ocean voyage, thrust into a new world of strange folk, new foods, different language, and unusual customs, are the children whom we have chosen to parade in public prominence. Surely this can't be kindness.

School children likewise have shown no reluctance to ape their elders in this respect. Our guests everywhere have found themselves the centre of children's groups in halls and corridors and at play, and Canadian kiddies have vied with each other for the coveted companionship of their new associates. Without regard for ability or talent, our guests have been elected to office in students' unions and councils, riding the wave of popular sympathy and approval. And so it goes.

All this should be regarded with the utmost concern. For us there are no consequences, but what of the children themselves? The result of our actions, stated plainly and simply, will be to give them an exalted idea of their personal worth, a feeling of self-importance—in short, we shall have "spoiled them".

Such a result is far from being the intention or desire of any Canadian, yet our attitude toward these children and our associations with them will produce the most undesired consequences unless quick steps are taken. Most certainly it is the wish of all to see these children returned to their parents when hostilities cease, unspoiled by their visit in Canada. And if our first responsibility is to the children, our second, and no less important, is to heed the wishes of their parents.

My plea then is an urgent and simple one. All of us—parents, teachers, children, and organizations—must resist the temptation to fuss over these children. Let them alone; let them be themselves. This is what our guests ask of us—an opportunity to continue their lives in a natural, normal way. British parents request and expect that their children will be returned to them unspoiled and, insofar as possible, unaltered. Thus, the sooner our guests are permitted to sink into that obscurity which is the happy lot of Canadian children the better for them.

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Correspondence

WHY ASSIST JAPAN?

(The following letter expresses our own point of view, absolutely! Chinese just will not traffic in Japanese goods or oranges: yet Canadian stores stock them and Canadian citizens buy. Why?—J.W.B.)

Edmonton, Alberta, November 20, 1940.

The Secretary,
Alberta Teachers' Association,
17 Imperial Bank Building,
Edmonton, Alberta.

Dear Sir:

In view of the attitude taken by Japan, which, although not actually an enemy, is potentially one, we, the undersigned wholesalers operating in the Edmonton district, with many others in all parts of Canada, have refused to handle Japanese Mandarin Oranges this year. This amounts to what has been termed in British Columbia a "patriotic boycott", and it will be obvious to the citizenry of Canada that, to buy Japanese products and send them our good money, which might easily return in the near future in the form of bullets, would not only be a very short-sighted action, but a very dangerous association with the enemy.

We believe that your organization will form the same opinion, which will be shared by all patriotic citizens. The majority of these Jap Oranges are purchased by what might be termed English-speaking people, and while we are making every effort to persuade the retailers to refrain from handling them, your organization can assist in prosecuting this matter, by advising your members and their friends to withdraw their customary support from this class of goods at this time.

Literature dealing further with this and the matter of obtaining substitute merchandise may be obtained on request from the undersigned.

Yours very truly,

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REGIONAL CONFERENCE of the WORLD FEDERATION OF EDUCATION ASSOCIATIONS at HAVANA, CUBA,

December 26, 27, 28, 1940

2301 Clifton Avenue, Montreal.

November 14th, 1940.

Mr. J. W. Barnett, Esq.,
Secretary, A.T.A.,
Edmonton, Alta.

Dear Mr. Barnett:

It has been a long time since I wrote you, but when C.T.F. affairs are to the fore, it is pleasant to recall our many meetings and my friends in Alberta. I saw Dr. La-Zerte for a brief two minutes this summer in Toronto. How are you and Mrs. Barnett? Dr. McNally has paid Quebec a most successful visit. I hear all sorts of complimentary remarks on his addresses.

The World Federation of Education Associations at the invitation of the Cuban governmental and educational authorities is arranging a regional conference in Havana on December 26, 27 and 28 on "Educational Implications of Commercial and Economic Training in and for the Americas Today". Dr. Frances Moon Butts of Washington has charge of the American and Canadian end of the programme. She has asked for suggestions regarding sub-topics, which would

be of special interest to Canadians, and for the names of speakers who might be obtained for the Conference. Would you be good enough to let your commercial teachers know of this meeting? Has the University a commercial section? We should be grateful if you would also send this information to other organizations which might be interested. Any suggestions regarding topics and possible delegates who would give papers, I shall be glad to recommend to Dr. Butts.

The World Federation of Education Associations unfortunately has no funds to pay the travelling expenses of delegates or speakers, but as representatives will probably be present from most South American countries as well as from North America, the Conference should be very valuable. The local authorities are planning many social activities. The American Express Co. has charge of travel arrangements for the W. F. E. A. Travel Bureau. I am informed that the Federal Exchange Board will permit funds to be used for an international—which here means Pan-American—educational meeting.

Now, another matter. The World Federation of Education Associations would like information on Compulsory Membership in Teachers' organizations, the pros and cons, advantages and disadvantages, and particularly your opinion now that your Act has actually been functioning for two or three years. The disciplinary clauses are very valuable, I believe. I have a general idea of the arguments, but if you have any material which I might have I should be very grateful. It is especially for the information of the State organizations of the U.S.

With kind regards, I am,

Yours very sincerely,

Jessie M. Norris,

Board of Directors,

World Federation of Education Associations.

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CANADIAN NATIONAL

Report of the Committee on Reading

YOUR committee was appointed to make an investigation with a view to discovering what proportion of students in the senior high schools of the city of Edmonton are deficient, that is below the standard of their grade, in silent reading ability.

As it was impossible to test all the pupils in these grades, the committee selected as representative, classes from Strathcona, Eastwood and Victoria. The test was administered to 105 students in Grade X and 96 in Grade XI.

The tests administered were: to the Grade X pupils, the Science Vocabulary and the Van Waganan Reading Scale in Science; to the Grade XI pupils, the Thorndike-McCall Reading Scale and the Iowa Silent Reading Test, the new edition. The test of Science Vocabulary used was one arranged by students of the School of Education. It is in the ordinary form: word matching for meaning; it was considered by the committee to be a reasonably well graded test. The Van Waganan is a well known standard test in which the student reads a scientific paragraph and then checks sentences containing ideas selected from the paragraph. The Thorndike-McCall Reading Scale is of the same type, using paragraphs of general information and so arranged as to test both speed and comprehension. The Van Waganan and the Thorndike-McCall test were felt by the committee to be reasonably well graded tests, the Van Waganan possibly on the easy side. The Iowa Silent Reading Test is, on the other hand, a searching test, including tests of rate-comprehension, directed reading, poetry comprehension, word meanings including social studies, science, mathematics and English; sentence meaning; paragraph comprehension; and the location of information.

The tests chosen were bought, distributed to selected teachers and administered by them. The committee met to mark the tests and to study the results. Miss Maguire and Miss Dickie were appointed to summarize the findings. It was agreed that we should list the results for each test by grades and under the following headings: Above Standard, At Standard, Below Standard. Arranged in this way, the results appear as follows:

Grade X.				
Sc. Voc. Test—				
School	Eastwood	Strathcona	Victoria	Total
No. of Cand.	35	39	31	105
Above Stand.	21	19	17	57
At Stand.	6	15	12	33
Below Stand.	8	5	2	15—14.2%
Van Waganan Test—				
No. of Cand.	0	36	31	67
Above Stand.		32	24	56
At Stand.		2	5	7
Below Stand.		2	2	4—5.9%
Grade XI.				
Thorndike Test—				
No. of Cand.	86	30	30	96
Above Stand.	5	17	16	38
At Stand.	31	3	9	42
Below Stand.	0	11	5	16—16.6%
Iowa Silent Test—				
No. of Cand.	36	30	30	96
Above Stand.	21	13	2	36
At Stand.	6	2	14	22
Below Stand.	9	15	14	38—39.5%
	Trials		Failures	% of Failure
Grade X	172		19	11
Grade XI	192		54	28
Total	364		73	20

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CALGARY

SUMMARY OF THE READING GRADES MADE BY THE CANDIDATES

Of Grade X trials in the three schools:

Grade VII	0
Grade VIII	3
Grade IX	16
Grade X	40
Grade XI	44
Grade XII	69

Of Grade XI trials in the three schools:

Grade VII	5
Grade VIII	13
Grade IX	21
Grade X	15
Grade XI	64
Grade XII	74

Report on the I.Q. of Candidates: Miss Maguire.

48% were 100 or lower.

52% were above 100.

Range was from 85 to 119.

Averaging the percentage of failures on the two tests given in each grade, the results show that in each Grade X class of forty-five pupils there would be four pupils; and in each Grade XI class of forty-five pupils there would be twelve pupils who are handicapped in reading.

Disregarding the Van Waganan Tests which seems to have been rather more than normally easy for the candidates and the Iowa Silent which seems to have proved abnormally difficult, and using the percentages of failure from the Science Vocabulary and the Thorndike-McCall Tests alone, the results show that in each Grade X class there would be six pupils; and in each Grade XI class there would be seven pupils who are in need of remedial instruction in Silent Reading.

This means that in large High Schools such as those in which candidates were tested and where there are, say five Grade X and as many Grade XI groups, there would be in each school thirty Grade X pupils and thirty-five Grade XI students whose reading tool is unsatisfactory for the work of their grade.

In view of the importance of the ability to read in the development of useful citizens in a democratic state and for individual success in the modern world, it is our opinion that the senior high schools of our city would be well advised to organize remedial classes in reading each autumn term and to provide a short course of remedial training for them.

Signed for the Committee,

DONALDA DICKIE LORENE E. MAGUIRE
A. E. ROSBOROUGH M. E. LAZERTE.

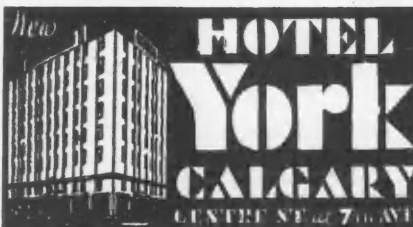
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'Twas the week before Christmas when all through
the School

It's a muddle and trouble preparing for Yule;
There's exams and a concert and everything's hectic;
The Teacher's distracted and near apoplectic.

The muddle's befuddled her 'til she forgot
The Christmas Tree that she had promised each tot.
With presents and candy and tinsel to trim
'Tis there we assure you where WOODWARD comes
in.

With age, grade, and name, and amount that you'll
spend

On each little child you can surely depend
That WOODWARD'S will save you in money and
worry

That last minute rush—that pre-Christmas hurry.

We'll gift wrap each parcel—We'll send candy
cane—

Wrap peanuts and oranges in bright cellophane;
We'll insert a card 'neath bright Christmas
wrapping—

Just give us a try—you'll not find us napping.

We've oceans of notions and ideas unique;
Your problem's our worry and you needn't seek
Any further afield for we'll guarantee
That we will enliven that next Christmas Tree.

A Service for School Teachers Planning to Celebrate a "Christmas Tree" for the Children

It eliminates the problem of selecting gifts and saves hours of time otherwise taken in wrapping and tying of gifts. As in previous years, simply send us the name, age and sex of each child, with the approximate amount you wish to spend. We will select a suitable gift, wrap it in Christmas wrappings, with child's name on Christmas tag, all ready for "Santa" to deliver. All WITHOUT extra cost to you. Any suggestions as to gifts will be helpful. We advise that an effort be made to "Do Your Christmas Shopping Early" while stocks are complete and a pleasing selection is to be had.



More About the Film Strip

ARE you planning to send in that snapshot of your school? You will recall that in the June issue of this magazine a request was broadcast for pictures of school plants. It was stated that the Association was planning to create a pictorial record of the present Alberta school plant within the Divisional areas. The purpose is two-fold: first, simply to have a record of conditions as they exist at present, and second, to establish the basis for an estimate of improvements made within the next few years.

Even though at the moment no prospect may be in view of reconstruction of your school plant send in a picture, or pictures, anyway. One never knows what the future may hold. The response to our earlier appeal was high in quality but deficient in quantity. Thanks to the donors is herewith gratefully tendered. But we need many pictures—of school houses, exterior and interior views; of buildings on the school grounds; well lifts or pumps; garden or shrubbery developments; and indeed anything that might be of interest to the public. If anyone wished in the next few years to launch a campaign for school housing improvement in Alberta, he would have abundant reason to thank the teachers of 1940 and 1941 for having provided him with splendid campaign material.

Please send your contributions to the A.T.A. office.
Pictures should be identified as to place, etc.

H. E. SMITH,

Associate Professor of Educ. Psychology.
University of Alberta.

The International Friendship League Inc.

THE International Friendship League, Inc., was organized ten years ago for the purpose of promoting better understanding among the school children of the world through personal correspondence. Through the departments of education in eighty-six countries and territories, long lists of names, ages and addresses, as well as special interests of boys and girls who are anxious to have pen friends in the United States are sent to League headquarters to be distributed through the teachers to school children in this country. Up to this time it has been estimated that several million letters have been exchanged. Foreign letters bring the ever changing fascination of the world's lands and peoples to the school children. Teachers find that the first-hand information that the children receive from personal friends of their own ages is helpful in the studies of geography, history, sociology and other related subjects. Practically all the correspondence is done in the English language because English is being taught in the schools throughout the world. The League estimates that five million letters have been exchanged between boys and girls in the six continents up to this time. Because of the war, a number of countries in Europe are not participating in the plan right now. However, the rest of the world is co-operating and the South American countries are showing particular interest and enthusiasm.

If teachers will write to the League office, 41 Mt. Vernon Street, Boston Massachusetts, enclosing self-addressed stamped envelopes, full material will be sent. Names of teachers in the district who have co-operated with the League in the past will be sent on request. Dr. John Studebaker, Commissioner of Education for the United States is anxious to see this correspondence plan in as many schools in this country as possible.

"Integrated" Trigonometry and Analytical Geometry

A PANEL DISCUSSION

Editor's Note: The following article was contributed by L. C. Pallesen, of Botha, who has given considerable careful thought to the problem he discusses so well here. His plan, in manuscript, was submitted to three experienced teachers of high school mathematics for comment, and their replies are reproduced below. Further comments on this problem are invited—see also the *Math.-Sci. Corner* on another page.

A. Suggestions by L. C. Pallesen, Botha

IF the teachers I met at the Fall Convention are representative, the chief question in the minds of teachers of Trigonometry and Analytical Geometry is the combination of these two subjects with Mechanics to form the single course required for Grade XII. They have read the note in the course of studies which says "Despite the use of three textbooks the parts of the course are not to be treated separately. In so far as possible they should be integrated . . ." To consider Geometry one day and Trigonometry the next, I feel, tends to separate them. It is as if to say to the student "Today Geometry, and tomorrow Trigonometry. Don't get them confused." Even in the "one-text" courses there are sections showing little relation to each other (Differentiation and Permutations in Algebra 2) yet we do not attempt to run these sections parallel. So in this course a sequence with sections from all component parts introduced when most advantageous would tend to minimize the separation. With a view to reaching the ideal quoted from the Course of Studies the plan below is suggested. The first part of the course is treated in greater detail in the hope that it may serve as a suggestion for the remainder.

Section I. The point serves as a good starting place for the course. The location of a point in a plane introduces the idea of axes of reference and co-ordinates. Two points in the plane are sufficient to determine a straight line. On this basis the material of the first thirty-one pages of McDougall and Sheppard may be developed. Emphasis should be placed on the variable idea in the straight line (for each and every point on a straight line the same relation exists between the abscissa and the ordinate) to correlate with Algebra 2.

Section II. Just as two points determine a line so two non-parallel lines determine an angle—the basis of trigonometry. The definitions of angle, systems of measuring angles and the trigonometric functions with their reciprocal and square relations (i.e. Chaps. I and II of Conant) can then be developed without any break in the continuity. To introduce a few exercises on the trigonometric functions of an angle defined by selected straight lines would tie Section I to Section II (i.e. the geometry to the trigonometry). This connection would further be strengthened if it were shown that with each angle may be associated an axis of reference: the initial line chosen as x-axis and the vertex of the angle as origin. Then define the trigonometric functions in terms of the co-ordinates of any point on the terminal line. This permits a simple determination of the functions—0, 30, 45, 60 and 90 degrees, and a ready extension of the definitions to angles greater than one right angle.

Section III. However, this extension may wisely be left until later so that Chap. VIII of Conant, the trigonometric functions of the sum and difference of two angles, may be considered. (N.B.: This chapter is added to the course of last year.) Although the course calls for the proofs only in the case of acute angles, the students will readily extend the conclusions when the definitions of the functions are extended to obtuse angles. If the trigonometric functions have been defined in terms of co-ordinates as suggested above, then co-ordinates may be used in developing the sine and cosine of

the sum and difference of two angles. "The use of these identities to change sums into products is to be practised only with simple examples." (Course of Studies).

Section IV. If the definitions of the trigonometric functions are briefly extended to obtuse angles (at this stage it is sufficient to consider angles less than a straight angle) we can again turn to geometry to consider straight lines in terms of the angles they make with the x-axis. From this follows the treatment of the angle between two lines (using the tangent of the difference of two angles as deduced in Section III), the special cases of parallelism and perpendicularity and the remainder of Chapter II being treated as outlined in the Course of Studies.

Section V. At this stage most of the remaining trigonometry may be considered before continuing to the conic sections. The postponement of the conics is suggested since differentiation is useful in their treatment and may be introduced at a later date for those students taking Algebra 2. Although work in the sections will be primarily trigonometry, abundant exercises may be introduced in terms of the analytical geometry of the straight line.

The above is one suggestion as to how "the parts of the course" may be "integrated" and I hope that some teachers who have felt the task almost impossible, may see that it can be accomplished to a certain degree without rewriting the texts.

* * *

B. Comments by D. L. Shortliffe, Edmonton.

MR. Pallesen's article on Integrated Trigonometry and Analytic Geometry is very timely. It shows a tendency among our teachers of mathematics to concentrate on that phase of mathematics which constitutes at once its beauty and its scientific utility: the function concept. While this tendency is as yet somewhat halting, its existence is most encouraging. Personally, I look forward to the time when our secondary mathematics will be entitled "Elementary Theory of Functions with Applications". Such a course would teach just one problem in a few of the simpler of its multitudinous manifestations. This problem could be worded as follows: Given the behavior of the variable, find the behavior of the function. This problem presents itself in thousands of situations throughout elementary science. What are now called algebra, trigonometry, geometry, mechanics, etc., can all be made to revolve around this central problem.

To take an example: if we take the pressure P as the variable then the volume of a gas is the function $\frac{K}{P}$ where K is a constant whose value is fixed by the system of units adopted, the mass and temperature being assumed constant. If we now exhibit the behavior of this function as compared with that of the variable by plotting the function against the variable we get the positive branch of a rectangular hyperbola with the axes as asymptotic lines.

This provides the student with a beautiful opportunity to get some simple practice at making readings from a chart as well as to learn some of the elementary properties of a most important curve, the rectangular hyperbola, which is the geometric basis of the hyperbolic functions so useful in applied science. This one example will, I hope, give a little hint at the unending "integration" that can be done with what have traditionally been regarded as separate subjects—algebra, trigonometry, geometry, physics, mechanics, etc. It is my strong belief that all these "subjects" will be much easier to teach and will take on new and more beautiful

significance if subsumed under the fundamental problem mentioned above. Of course this is a long story and would require several articles to elaborate.

May I refer to a detail? Our writers will have to be more careful than at present in their choice of language. For example, it appears to me a linguistic inconsistency to speak of "functions of 30° ", "functions of 60° ", etc. The magnitudes contemplated here are not functions at all from the standpoint of any definition of function that could be used in elementary work. They are not variables. They are constants. It seems to me more acceptable to call them by some such name as "ratios of 30° ", etc. From this point of view $\sin 30^\circ$ is the value of the function $\sin x^\circ$ when the variable x equals 30. We should not, in my view, confuse a function with one of its values.

* * *

C. Comments by Harold Wortman, Donalda.

Mr. Pallesen has made a good attempt at integrating the course. I have confined myself to an attempt to round it off a bit by adding a few concrete illustrations.

The function of the Mechanics part of the course seems that of supplying applications of trigonometric principles. However the mechanics problems require in their solution the development of principles which are not related to trigonometry. For this reason these problems cannot be introduced without a progressive development of the principles which they involve. I would suggest that, toward the end of Section II, one period a week be set aside in which practical applications of the tools developed in the course could be studied. Applications to mechanics and other applied sciences would be developed during these weekly periods.

In regard to Mr. Shortliffe's suggestions, I confess that I do not realize the advantage to be gained by making the whole secondary school mathematics one unified course. Is there not a worthwhile distinction between trigonometry, geometry, and algebra, especially between algebra and the other two subjects, which should be continued? I wonder if the present set-up doesn't hit the happy mean. It would be interesting to have Mr. Shortliffe elaborate his point.

Here are my suggestions:

Section II. To tie Section I to Section II a few problems of the following type might be introduced:

Example:

- Plot on the same axes the graphs corresponding to the equations $2x+3y=4$ and $x-2y=2$.
- Using ruler and set squares to make the necessary constructions and measurements, calculate the value of the trigonometric ratios of the acute angle formed by these lines.
- Measure the angle.

Section V. (Remaining trigonometry).

This section might conveniently be broken up into two sections. The new Section V might cover the remaining

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trigonometry while Section VI would include the study of conics.

Sample correlation exercises:

I. A given triangle has vertices A (15, 16); B (2, 4); and C (20, 2). (a) Find the lengths of its sides. (b) Solve the triangle by trigonometric methods.

II. A given triangle has sides which are defined by the lines: (1) $y=x+2$, (2) $5y+x=6$, and (3) $y+x=25$.

(a) Prove this is a right triangle. (b) Find the angle of the triangle between lines (1) and (2). (c) Determine the length of the hypotenuse of the triangle. (d) Complete the solution by trigonometric means.

Section VI. (Circle, parabola, ellipse, and hyperbola).

The study of conics may be postponed because differentiation may be used to advantage in deriving equations of their tangents.

Example:

To derive the equation of the tangent to the curve $x^2+y^2=a^2$ at the point (x_1, y_1) .

Write the required equation in the form $y=mx+b$.

Solution for m :

m is the slope of the curve $x^2+y^2=a^2$ at (x_1, y_1) .

This can be determined by differentiation:

$$\frac{d}{dx}(x^2+y^2)=0$$

$$2x+2y\frac{dy}{dx}=0$$

$$\frac{dy}{dx} = -\frac{x}{y}$$

Therefore at the point (x_1, y_1) the slope of the curve

$$x^2+y^2=a^2 \text{ is } -\frac{x_1}{y_1}$$

$$\text{Therefore } m = -\frac{x_1}{y_1}$$

Solution for b :

(x_1, y_1) is a point on the tangent, therefore $y_1 =$

$$= -\frac{x_1}{y_1}x_1 + b$$

$$y_1^2 + x_1^2 =$$

$$\text{therefore } b = \frac{y_1^2 + x_1^2}{y_1}$$

Therefore the equation of the required tangent is

$$y = -\frac{x_1}{y_1}x + \frac{y_1^2 + x_1^2}{y_1}$$

which reduces to $x_1x + y_1y = x_1^2 + y_1^2 = a^2$, since (x_1, y_1) is on the curve $x^2+y^2=a^2$.

* * *

D. Comments by E. D. M. Williams, Edmonton.

SURELY Mr. Pallesen's plan deserves to be tried out in the classroom. While it is perhaps too late in the year to put it into operation fully when one has begun on some other basis, it is capable of adaptation. "Integrated" problems such as those Mr. Wortman offers might well be used in our term tests. Mr. Shortliffe urged a wider plan of unification than that proposed by Mr. Pallesen—a sort of federal union. Perhaps he would elaborate in detail in a special article. If there is considerable interest on the part of readers, doubtless the Editor will see that such an article is written and printed.

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No. 47

Teachers' Manual for Geometry

Copies of the new "Manual for Teachers," which is to accompany the new textbooks for Geometry 1, are now available, free of charge, from the General Office of the Department of Education.

Report Cards for Intermediate Grades

Progress report cards for use with pupils of the intermediate-school grades will be ready for distribution in January, 1941. Copies of a try-out form on a newsprint paper have been sent to the Superintendents of the Divisions, and to Principals of Town and City Schools, in the hope that the form will be examined thoroughly and criticized by teachers, principals and superintendents. It is urgently requested that all comments and criticisms, whether favorable or otherwise, should be sent to the Supervisor of Schools, Department of Education, before December 31, 1940.

Suspensions of Certificates

The Department announces that the Minister of Education has suspended for one year the certificates of five Alberta teachers because of irregularities in their supervision of the Grade IX Examination, conducted in their schools last June.

American School of the Air

Teachers who are interested in the School Broadcasts carried by the Canadian Broadcasting Corporation through arrangement with the Columbia Broadcasting System, can obtain copies of a Teacher's Manual for these broadcasts from the office of the Supervisor of Schools. One of these

broadcasts, entitled "Folk Music of the Americas" is carried by the Alberta Educational Network on Tuesdays from 2:00 to 2:30 p.m.

New Publications of the International Affairs

Literature Service

Last month reference was made to the Monthly News Sheet published by the League of Nations Society in Canada, 124 Wellington St., Ottawa. From the same office are distributed the publications of the International Affairs Literature Service. One of the latest of these is an excellent number (No. 27) in the series of Headline Books, which bears the title **Look at Latin America**, by Joan Raushenbush.

It is again strongly recommended to Social Studies teachers that they write to the International Affairs Literature Service, 124 Wellington Street, Ottawa, asking for a list of the publications there available.

Progressive High School Practices

The Department has issued a select bibliography for high-school teachers. The list was compiled by a select group of experts, each of whom named the ten best books.

The speakers who visited our fall conventions have made it very clear that secondary education still falls short of meeting the needs of adolescent boys and girls in our democracy. Now is the time for our high-school teachers to take this challenge. It is to be hoped that the teachers throughout the province will band themselves together in local study-groups, and so prepare for the next advance in education. Copies of the books listed may be ordered from the School-Book Branch, Department of Education.

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The Fall of France

ARTHUR ALLEN, M.A.

SINCE last June students of the international scene have been asking—What happened in France that caused the collapse of the once first Democracy in Europe? Perhaps to attempt a full answer to this question is yet much too early. Conflicting claims come from conflicting groups. The Right blames the Left; the Left accuses the Right; neither does the centre escape condemnation.

During the Spanish War (I still refuse to call it a "Civil War") I can well remember asking my pupils—What will happen to France if Fascism, already triumphant on the German and Italian frontiers, should also menace from across the Pyrenees? Yet none of us could then believe that a Fascist government would reign in the home of Liberty, Equality and Fraternity. It came, none-the-less. How and Why?

Three able writers have recently published books attempting to explain the problem.

Tragedy in France by Andre Maurois, who was a liaison officer with the B.E.F., understands and loves England, and seeks to understand the terrible events which produced the Battle of Oran, and the present relations between France and Britain. He gives the following explanations for the debacle:

1. **The Pacifism of all France.** All people followed a leader and any policy promising peace—perhaps not quite all; for the Communists did advocate resistance during the Czech and Spanish crises. Now they too are out for peace at any price.

2. **The spirit of the Maginot Line—passive defence.** It represented the decline of vigor, initiative and adventure, but worse still, it represented the decline of the spirit of Collective Security. The lesson, plain to clear thinkers years ago—that there is no safety for any nation unless there be safety for all—was missed by France, as well as by other countries.

3. **The Conservatism of the leaders of the French Army.** Apparently in France too it was true that "Generals always prepare to fight the last war".

4. **Maurois also lists the inadequate part played by the British Army.** Those who were on the continent apparently were not adequately supplied with equipment.

5. **Failure to take advantage of the eight months of inaction.** We have heard a good deal of this since the dark days of June.

6. **Divisions in France.** Daladier didn't trust the Communists (Can we blame him?) Petain admired the fascists Mussolini and Franco. These divisions explain the abject surrender of France and the actions of the Vichy government.

Suicide of a Democracy, by Heinz Pol. The author is a refugee from Germany and was interned in France as an enemy alien (a sad testimony to the actions of the French government). He claims that France committed suicide long before the military disaster. They kept thousands of anti-fascist Spaniards in concentration camps, when these men wanted a chance to fight their enemy; and what's more, were the only soldiers who knew how to deal with tanks. He also records that he saw in Central France, far from the battle lines, splendid tanks, which were never given to the French soldiers to use against their ruthless foes.

I Saw France Fall—Will She Rise Again? Rene de Chambrun. The author is one of the Right—a son-in-law of Pierre Laval. He lays much blame for France's defeat on Leon Blum's Popular Front government. The book contains a good account of life in the Maginot Line, and also of the German Blitzkrieg on France. The reader is warned to beware of carefully camouflaged bias. Chambrun answers his questions with a "Yes". His France, purified and disciplined by suffer-

ing, will rise. But to Democrats, discipline and suffering have come to be synonymous with Fascism.

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The MATH-SCI Corner

Here is the second edition of this "Corner", which made its bow last month. As announced then, it is intended as a forum for the discussion of teaching problems, and their solutions, in Mathematics and Science. Contributions and suggestions, criticisms and fruitful arguments are invited and will be encouraged. Address **The Math-Sci. Corner**, in care of this magazine.

THE BOY AND THE BICYCLE

Mr. Tymchuk's problem of last issue, on instalment buying, aroused three people to write. Their contributions follow.

I. Reply by Pat O'Connor, Hines Creek.

On looking over Mr. Tymchuk's problem I find that it bears an analogy to a quadratic in X admitting two solutions, one of which is positive and closely related to Mr. Hoover's quotation and the second negative and closely related to Mr. Bennett's quotation.

The question reads: A boy wishes to buy a bicycle. He is quoted \$40.00 cash or \$8.00 down and six monthly payments of \$5.70 each. What rate of interest did he pay if he bought on the instalment plan?

As the instalments are intended to cover principal and interest, Mr. Tymchuk has calculated Interest on Principal and Interest, showing in his solution that the Interest on \$5.70 for 21 months (twenty-one months) is \$2.20 or 22.05%.

This calculation is based on a form of Compound Interest that works in the opposite direction to the system used by the banks on overdue notes.

I wish to submit the following solution for the benefit of our readers that favor the Instalment Plan.

Original price	\$40.00	
First payment	\$ 8.00	
Six instalments @ \$5.70		34.20
Interest payable in six Instalments	2.20	

\$42.20 \$42.20

\$40.00—\$8.00=\$32.00=Principal loaned out.

2.20=Interest on Principal.

\$32.00=5.33 1/3%=principal paid each month.

\$ 2.20=.36%=interest paid each month.

The problem therefore resolves itself into the following:

Interest on \$32.00 for 1 month

Interest on \$26.66 2/3 for 1 month

Interest on \$21.33 1/3 for 1 month

Interest on \$16.00 for 1 month

Interest on \$10.66 2/3 for 1 month

Interest on \$ 5.33 1/3 for 1 month

Total=Interest on \$112.00 for 1 month=\$2.20 or 23 4/7%.

Let us now use the interest method.

Interest on \$32.00 for 1 month=\$0.36%=13 1/2% per year

Interest on 26.66 2/3 for 1 month=.36%=16 1/2% per year

Interest on 21.33 1/3 for 1 month=.36%=20 1/2% per year

Interest on 16.00 for 1 month=.36%=27 1/2% per year

Interest on 10.66 2/3 for 1 month=.36%=41 1/4% per year

Interest on 5.33 1/3 for 1 month=.36%=82 1/2% per year
Interest on \$112.00 for one month=\$2.20=33 11/16% average.

Averaging our interest in this case gives us 33 11/16% but as this is only an average of averages, it is plainly incorrect to say 33 11/16% is interest paid. These interest rates undoubtedly exhibit the experienced judgment found in the statements quoted from Mr. Bennett and Mr. Hoover. Perhaps the following comment may not be out of order.

Any concern that can continue to cajole its customers into paying interest rates ranging from 13% to 82 1/2% per cent must undoubtedly prosper. Therefore Mr. Hoover is correct.

Any customer who expects to continually pay interest rates ranging from 13% to 82 1/2% will find a minus quantity in the stable side of his pay envelope. Therefore Mr. Bennett is correct.

II. Reply by Emerson Shantz, Crossfield.

I believe both the example on page 48 of our Grade VIII text and the solution submitted by Mr. Tymchuk in the November A.T.A. are at fault in ignoring the fact that the cash buyer should be credited with interest on the money he saves and has in his possession, as well as crediting the instalment buyer with interest on what he retains by paying by that method.

The principal is that ever-changing amount left in the purchaser's possession, which makes him the interest, which is the difference between cash and time prices.

Solution:

The boy must have (or obtain by 6 mos.) \$42.20.

(a) Buying for Cash.

At the end of six months he has the bicycle, \$2.20 cash, and has had interest on \$2.20 for six months or \$13.20 for one month.

(b) Buying on Instalment Plan.

At the end of six months he has the bicycle, no cash, and has had at interest—

34.20	the first month
28.50	the second month
22.80	the third month
17.10	the fourth month
11.40	the fifth month
5.70	the sixth month

\$119.70 for one month.

He sacrifices \$2.20 cash to gain interest on \$119.70—

\$13.20=\$106.50 for one month or \$8.87 1/2 for one year.

The interest rate= $\frac{2.20}{8.87 \frac{1}{2}} \times 100\% = 24.79\%$.

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III. Reply by Mrs. Dorothy Robins, Bloomsbury.

I think Mr. Tymchuk's solution is unnecessarily difficult and very hard to understand by Grade VIII students.

Cash price=\$40.00

Price by instalments=\$42.20

Difference=\$2.20

He pays \$2.20 on \$40.00 for the privilege of instalment buying.

$\frac{\$2.20}{\$40} \times 100\% = 5\frac{1}{2}\%$ for 6 months or 11% per year.

\$40

IV. Editor's Comment: At least we have a variety of results. Of course the reason is that there are varying ideas of what is to be the principal on which interest is based. For Mr. Tymchuk, it is the monthly payment of \$5.70, which Mr. O'Connor says includes principal and interest. For Mr. O'Connor, the principal is the unpaid balance at the end of each month, and he works out two results, one for constant rate on diminishing principals, the other for equal interest amounts on diminishing principals, with increasing rates resulting. Incidentally, can one dismiss a result as "plainly incorrect," because it is "only average of averages"? Is an average of averages not an average? Mr. Shantz proposes to credit the buyer with interest on money which is uninvested. By whom and to whom is his interest at 24.79% being paid?

Evidently the question "what rate of interest is being paid?" is entirely without meaning until the principal is clearly defined. In other words, the only answer to the question in Mr. Tymchuk's problem seems to be another question: "On what principal?", and apparently "you pays your money and takes your choice". But perhaps someone has a better idea.

Algebra 2 students might try this as an annuity problem. At what rate of interest is \$32 the cash value of a six-payment annuity of \$5.70?

Thanks are due to Mr. Tymchuk, the original contributor, and to those who replied, for their parts in this discussion.

* * *

Preparing and Maintaining An Aquarium

H. E. TANNER, Strathcona Composite High School,
Edmonton

No Biology classroom is complete without an aquarium, even though this may be small. Several kinds of tanks may be purchased, ranging from fish bowls to large rectangular aquaria having a capacity of several cubic feet. These latter ones are, however, rather expensive.

In a balanced aquarium both animals and plants must be present. The plants provide oxygen and often food for the animals, while the latter supply the carbon dioxide necessary to plant life. In a properly balanced aquarium the water need never be changed. Overcrowding of animal life is too frequent. There is little danger in having too many plants.

To start an aquarium, some clean coarse sand and gravel should be placed on the bottom to a depth of about one inch if plants are to be rooted. The aquarium ribbon grass (*Valisneria*) may be purchased from some city seed houses, and grown with ease. It sends out runners in the sand and gives rise to a series of new growths. Many common water plants may be gathered from Alberta sloughs and streams and rooted in the sand. These do fairly well. A great favorite in aquaria is the long-stemmed leafy *Elodea* which may be procured from dealers. Several stems cost only a few cents. The cut ends may be anchored down by tying to a glass stopper or stone; the stems then remain in an upright position. Some filamentous algae may be added, but must be kept in control, only a little being allowed to thrive.

A cubic foot of water will accommodate 3 or 4 small fish, a few tadpoles (purchased in the "5 and 10 cent" stores),

and several snails (purchased or native). The tadpoles and the snails serve as scavengers, the former cleaning up the bottom and the snails keeping the sides of the aquarium free of minute green algae.

Goldfish do well even in small aquaria, and these may be purchased for a few cents each in many city stores. Native fingerlings caught in rivers and streams make a very attractive and educational display. Unless the aquarium is a large one with an abundance of small organisms, it will be necessary to feed the fish every day or two, but overfeeding is dangerous. Fish foods may be purchased cheaply.

Salamanders, so common in Alberta, do well in water. They rise quickly to the surface for air and descend again. A thin slab of cork or wood a few inches long floating on the water will serve as a raft on which the salamanders like to rest. As these amphibians are carnivorous, it is better not to put them in with fish, since they are likely to make life miserable for the latter. The salamanders thrive on earthworms or, failing these, snap up greedily small pieces of meat, cooked or raw, about an inch long. A bit of meat held on a pointed stick in front of a salamander will provide a very interesting object lesson on the food habits of this sluggish animal.

In addition to the danger of overcrowding, one of the commonest troubles is sickness of fish. Should a fish appear sickly, it should immediately be transferred to a light pink solution of potassium permanganate or to a weak solution of common salt, a teaspoon to a quart of water. The fish may be bathed here for an hour or so, or longer if recovery is not evident.

A little experience will teach a great deal in the maintaining of a balanced aquarium.

EQUATION-SOLVING HYSTERIA

THE class was asked to solve algebraically the equation (1) $\sin A + 2 \cos A = 1$, for all solutions between 0° and 360° . These solutions were to be checked with the graph of the function $\sin A + 2 \cos A$, on which was to be drawn a line one unit above the A-axis.

The word algebraically bothered some, and the class was told to use the substitution $X = \sin A$ or $X = \cos A$.

A student appeared later in some distress. Her graph was correctly drawn and the solutions were correctly located at 90° and 300° plus. But her equation wouldn't give either solution. Her work follows:

Let $x = \cos A$. Then $\sin A = \sqrt{1-x^2}$, and the above equation (1) becomes,

$$(2) \sqrt{1-x^2} + 2x = 1,$$

which reduces to

$$(3) 4x = 5x^2.$$

Hence $x = 4/5$ and $A = 36^\circ 53'$. This angle does not satisfy (1).

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Things were made worse when it was pointed out that $x = 4/5$ did not satisfy (2). It was then suggested that (3) had another solution $x = 0$, which gave $A = 90^\circ$ and checked with the graph.

But what about the second solution? The student was gently reminded that if $\cos A = x$, then $\sin A = \pm \sqrt{1-x^2}$, not merely $\sqrt{1-x^2}$. Moreover, it was seen that $x = 4/5$ satisfied equation

$$(2') - \sqrt{1-x^2} + 2x = 1$$

although it didn't satisfy (2).

Finally the student saw that the equation $\cos A = 4/5$ had two solutions between 0° and 360° , of which the one wanted was $323^\circ 08'$ ($360^\circ - 36^\circ 52'$).

The above exercise illustrates two common errors (a) the gay abandonment of $x = 0$, (b) the lazy indifference to a minus square root.

A. J. COOK.

ATMOSPHERIC PRESSURE IN MILLIBARS

Barometric pressures are now being measured, at airport and other meteorological stations, in a new international standard unit, the millibar, defined as 1000 dynes per sq. cm. On the new scale, 1000 millibars is almost exactly 750 mm. A conversion chart, showing both new and old scales, appears in an article in the October issue of *Cenco News Chats*, the free periodical available to any teacher who asks for it, from Central Scientific Co., 119 York St., Toronto 2, Ont.

MAKING A TOY MOTOR

Westinghouse, 306 Fourth Ave., Pittsburgh, Pa., offers a free booklet telling how a bright boy can make a toy motor that will run.

MATHEMATICAL BOOKS IN THE UNIVERSITY EXTENSION LIBRARY

Miss Montgomery supplies the following list, saying that additions will be made:

- L. Hogben: *Mathematics for the Million* (1937)
- P. E. B. Jourdain: *The Nature of Mathematics*.
- J. W. Mercer: *Calculus for Beginners* (1914). To be reviewed in this column.
- D. E. Smith: *The Teaching of Elementary Mathematics* (1930)
- A. N. Whitehead: *Introduction to Mathematics*.
- J. W. Young: *Elementary Mathematical Analysis* (1919).
One of the first American books built on the ideas of Sir Percy Nunn and others on unified mathematics.
The best three in this list are Mercer, Whitehead, and Young. They have much to offer for the teacher's own background and for use with brighter pupils.

TRIG. AND ANAL. GEOM.

Teacher Participation in Producing a New Text.

A Suggestion from STANLEY CLARKE, Two Hills

Many teachers throughout the Province are struggling to unite the three texts, and the diverse material there presented, into a unified course. Presumably the Department will eventually have a text prepared which presents the material in the unified manner advocated in the course outline. Here is a golden opportunity for a co-operative enterprise which will promote teacher development. Why should not the teachers who are really struggling with this problem (in many cases practically writing their own texts), get to-

gether with some person or persons chosen by the Department, and form a "committee on curriculum?" Teachers could mail in their contributions and ideas, these could be sorted and evaluated and a text prepared by such joint effort. One "expert" could be assigned the job of selecting and unifying the material for the text, and contributors could receive acknowledgments. Better still, a committee, with teacher representation, could take the place of the expert suggested above.

Teachers, what do you say? Department officials, what do you say?

Editor's Note: The problem of a unified course is dealt with in a special article elsewhere in this issue. Your comments on it and on this suggestion will be printed in this Corner.

A Specific Gravity Tube

To demonstrate what is meant by specific gravity the teacher can make a tube on the following plan. The tube is an ordinary one-half inch test tube or larger, corked or sealed off at the upper end after the specific gravity items have been introduced. The tube contains mercury, brass, water, ether, cork, and air. Each item should be labelled on the tube.

Note that the substances are all relatively insoluble, and that they separate out after inverting or shaking, from top to bottom, in the order of increasing densities. The tube makes use of 3 liquids, 2 solids, and 1 gas, representing all the states of matter; it demonstrates the insolubility of certain solids in certain liquids, it shows the mutual insolubility of three different liquids, and the relative insolubility of a gas, which in this case is air, in any of them. Such a setup will also show the cohesive force of mercury, and the adhesive or capillary force of mercury, water and ether.

—The Educational Review.

Changing Fahrenheit to Centigrade

Some pupils understand the change of Fahrenheit to Centigrade when the -40 method is used. Since -40 is the single reading common to the two scales, starting from any reading on either scale, one has only to add 40, multiply by the appropriate constant, and subtract 40.

$$C = \frac{5}{9}(F+40)-40,$$

$$F = \frac{9}{5}(C+40)-40.$$

—The Educational Review.

Short Shorts: As promised last month, emphasis is on science in this edition of the column. H. E. Tanner will be heard from again. . . . Fine handy example of inverse variation, hyperbola, multiplication of decimals—shortwave schedule in broadcast program sheets, giving frequency in megacycles and wavelength in metres. Product equals 300 million metres per sec., the constant velocity of visible and other radiation. . . . **Edmonton Public Library and A.T.A. Library** are expanding their Mathematics and Science sections. Lists will appear in this column. . . . Puzzle for Grades VII, VIII, IX: A boy's age is now $\frac{1}{4}$ of his brother's. Next year it will be $\frac{1}{3}$, in three years more $\frac{1}{2}$. How old is he and how long before he is as old as his brother? . . . Have you good puzzles to share with us? We'll print them. . . . We are glad to be able to reprint items from *The Educational Review*, organ of teachers in New Brunswick and "the Island". It comes regularly to the A.T.A. Library. . . . Next issue: Book reviews. Have you found certain of the prescribed reference books particularly useful, worth recommending for the teacher who wonders which ones to order? We have a few ideas; could we have yours, too? . . . Season's Greetings. D.W.

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Selections for Elocution and Verse Speaking Classes

ELOCUTION (Schools)

Class 156—Fee 25c

GRADE I
"The Cupboard" Walter de la Mare
Class 157—Fee 25c

GRADE II
"Sometimes" Rose Fyleman
Class 158—Fee 25c

GRADE III
"I Do, Don't You?" Isabel MacKay
(The Shining Ship)
Class 159—Fee 25c

GRADE IV
"Bad Sir Brian Botany" A. A. Milne
Class 160—Fee 25c

GRADE V
"Silver" Walter de la Mare
(200 Best Poems)
Class 161—Fee 25c

GRADE VI
"The House With Nobody in It" Joyce Kilmer
(Silver Pennies)
Class 162—Fee 25c

GRADE VII
Selection from "Hiawatha" Longfellow
(Girls)—"The Morning Star" from "Young and Beautiful was Wabun" to "Wabun and the Star of the Morning."
(Boys)—From "There he Waited Till the Deer Came" to "Hailed His Coming With Applauses."
Class 163—Fee 25c

GRADE VIII
"How One Winter Came in the Lake Region" W. Campbell
(Shorter Poems, Page 105)
Class 164—Fee 25c

GRADE IX
(Girls)—"The Shell" J. Stephens
(436 Shorter Poems)
(Boys)—"The Ice Cart" W. Gibson
(319 Shorter Poems)
Class 165—Fee 25c

GRADE X
(Girls)—Selection from "The Lady of Shalott" Tennyson
(283 Shorter Poems, Part 3 Complete)
(Boys)—"He Fell Among Thieves" Newbolt
(200 Shorter Poems)
Class 166—Fee 25c

GRADE XI
"The Forest Fire" Roberts
Class 167—Fee 25c

GRADE XII
Psalm 90 The Bible

VERSE SPEAKING (Schools)

Class 168—Fee 50c

GRADE I
(a) "Amy Elizabeth Ermytrude Annie" Queenie S. Hopper
(b) Own Selection (finalists only).
Class 169—Fee 50c

GRADE II
(a) "Washing Day" Lilian F. Taylor
(b) Own Selection (finalists only).
Class 170—Fee 50c

GRADE III
(a) "The North Wind Doth Blow" Gullen
(Poetry Speaking, Bk. 2, Page 36)
(b) Own Selection (finalists only).

GRADE IV Class 171—Fee 50c
(a) "The Wonderful Fishing of Peterkin Spray" Isabel Mackay
(Page 14, Shining Ship)
(b) Own Selection (finalists only).
Class 172—Fee 50c

GRADE V
(a) "The Elfin Pedlar" George Darley
(Page 13, Ring of Words)
(b) Own Selection (finalists only).
Class 173—Fee 50c

GRADE VI Class 174—Fee 50c
(a) "The Fifteen Acres" Jas. Stephens
(Page 212, 200 Best Poems)
(b) Own Selection (finalists only).

GRADE VII
(a) "The River's Song" Kingsley
(Page 143, Ring of Words)
(b) Own Selection (finalists only).
Class 175—Fee 50c

GRADE VIII
(a) "The Splendour Falls on Castle Walls" Tennyson
(b) Own Selection (finalists only).
Class 176—Fee 50c

GRADE IX
(a) "The Toy Band" Newbolt
(Page 173, Heroes on Land)
(b) Own Selection (finalists only).
Class 177—Fee 50c

GRADE X
(a) "The Smuggler's Song" Kipling
(Page 160, A Selection of Poetry)
(b) Own Selection (finalists only).
Class 178—Fee 50c

GRADE XI
(a) "The Ballad of Hynd Horn."
(b) Own Selection (finalists only).
Class 179—Fee 50c

GRADE XII
(a) "The Recessional" Kipling
(b) Own Selection (finalists only).

ELOCUTION (Open Classes)

Class 180—Fee 50c

LADIES OPEN LYRIC
"A Prayer" Drinkwater
Class 181—Fee 50c

OPEN DRAMATICS
"Twelfth Night" Act 1, Scene 5 Shakespeare
(Now Sir, what is your text?" to the end of scene)
Class 182—Fee 50c

MEN'S OPEN
"Samson Agonistes" Mitton
(Come, come, no time for lamentation now" to the end)

VERSE SPEAKING (Other than Schools)

Class 183—Fee 50c

JUNIOR (Under 17 years)
(a) "The Bird's Lullaby" Pauline Johnson
(b) Own choice.

Class 184—Fee 50c

INTERMEDIATE (Under 20 years)
(a) Psalm 24 The Bible
(b) Own choice.

Class 185—Fee 50c

OPEN
(a) "Ode" O'Shaunessy
(b) Own choice.

FOLK DANCING PUBLIC AND HIGH SCHOOLS

(See Rule 6)

Class 186—Fee 50c

GRADE I and II (Minimum 8)
(Rhythmic Games)
Class 187—Fee 50c

GRADE III and IV (Minimum 8)
Two selections of competitor's own choice—any authentic Folk Dance.

Class 188—Fee 50c

GRADE V and VI (Minimum 8)
Two selections of competitor's own choice—any authentic Folk Dance.

Class 189—Fee 50c

GRADE VII, VIII and IX (Minimum 8)
Two selections of competitor's own choice—any authentic Folk Dance.

Class 190—Fee 50c

HIGH SCHOOLS (Minimum 8)
Two selections of competitor's own choice—any authentic Folk Dance.

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Secretary J. H. Sturdy Accepts New Post

MR. J. H. STURDY, for five years secretary of the Saskatchewan Teachers' Federation, left his office at the end of October for a post in the overseas educational service of the Canadian Legion War Service Inc. Mr. Sturdy was well-known to teachers across Canada for his untiring efforts to promote the welfare of his fellow-teachers in Saskatchewan and in other provinces.



J. H. STURDY

His work, under the direction of Dr. A. E. Chatwin of the Saskatchewan Department of Education, will be to interest and direct soldiers in the Canadian Active Service Force in continuing their education while on active service so that they may return to Canada better fitted to fit into civilian life.

Mr. Sturdy, who served in the trenches and in the intelligence service during the first Great War, returned from overseas in 1919 to enter the University of Saskatchewan. Later he farmed and in 1924 became principal of Fort Qu'Appelle town school and took an active interest in Canadian Legion affairs.

He was one of the group which took the first steps towards the formation of the Saskatchewan Teachers' Federation at the depth of the depression and he became its first permanent secretary in 1935. Since then he has consistently fought for education in Saskatchewan, for the larger school unit, and for better teachers' salaries. Last year his province enacted a minimum salary legislation and legislation permitting the formation of larger units.

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A Rendez-Vous for Teachers

THE teachers of the northern part of our province are lucky. The Department of Education through its Books Branch has provided at Edmonton, in the very heart of the city, a bright, cheerful and comfortable reading room which makes an excellent rendez-vous for teachers visiting Edmonton. The reading room is open from 9 a.m. to 5 p.m., even on Saturday, which makes it ideal as a place where one can read, write, smoke or meet one's friends.

It is a wonderful collection of books that Mr. Noble has gathered together. Anything that has ever been suggested by the Department of Education for the last ten years as helpful to teachers in their class-room or preparation work is there. The fields of Social Studies, Mathematics, Science, Home Economics, Health, Languages, Art, Dramatics, Speech Training and Vocational Guidance are completely covered.

Teachers are strongly advised to make the fullest use of this centrally located reading room in the old Eaton store building just off 101st Street. Mr. Noble and his staff are kindly and courteous. They will assist you to find what you want and do it with a smile. Furthermore there is no obligation to buy anything.

Teachers, make use of this fine service.

H. C. Clark, M.A.

The A.T.A. Library

The following books have recently been added to the A.T.A. Library:

Democracy Faces the Future by Samuel Everrett
Learning the Ways of Democracy. (Educational Policies Commission of the U. S.)
Tragedy in France by Andre Maurois
Readings in Canadian History. Edited by G. Brown, E. C. Woodley, W. L. Denton and J. J. Talman.

The following Yearbooks of the National Council of Teachers of Mathematics:

Selected Topics in the Teaching of Mathematics, 3rd Yearbook
Significant Changes and Trends in the Teaching of Mathematics throughout the World Since 1910, 4th Yearbook
The Teaching of Geometry, 5th Yearbook
Mathematics in Modern Life, 6th Yearbook
The Teaching of Algebra, 7th Yearbook
The Teaching of Mathematics in the Secondary school, 8th Yearbook
Relational and Functional Thinking in Mathematics, 9th Yearbook
The Teaching of Arithmetic, 10th Yearbook
The Place of Mathematics in Modern Education, 11th Yearbook
Approximate Computation, 12th Yearbook
The Nature of Proof, 13th Yearbook
The Training of Mathematics Teachers in England, Wales and the U.S., 14th Yearbook
The Place of Mathematics in Secondary Education, 15th Yearbook

KINDLY MENTION THE A.T.A. MAGAZINE

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Local News

To the Secretaries of Locals and Sub-locals who have not already done so, please send in the list of names and Post Office addresses of your 1940-41 Executives to Central Office for the mailing list and records. It will eliminate unnecessary correspondence if at the same time you indicate the person who has custody of your Local Charter or your Sub-local certificate.

BEAVERLODGE-HYTHE

The Beaverlodge-Hythe Sub-local held an organization meeting on February 2. Officers elected for the coming year were: President and Councillor, Mr. G. K. Eggenberger; Vice-President, Mr. August Stoley; Secretary-Treasurer, Miss Louise Miller.

BELLIS

The Bellis Sub-local has been reorganized for the coming year. The opening meeting featured a discussion on how to make meetings livelier. It was thought by some that holding the meetings in rotation at various schools would give them more of a social atmosphere. At the conclusion of the meeting a badminton tournament was held. This tournament was so successful that it will henceforth be a regular part of the programme.

At the second meeting Mr. J. Repka presented an inspiring report and led a discussion on the Fall convention.

The main item of business at the third meeting concerned the moving picture machine. This machine, jointly owned by the Vilna and Bellis Sub-locals and several School Boards, has got into the red and was not operated last year. Negotiations have been started among the various owners to put it back into circulation.

BLACKIE

The Blackie Sub-local held its organization meeting for the year 1940-41 in the Blackie School on October 29. Mr. Donald Brown was elected president, Miss Ellen Randle Secretary, and Mr. Jack Wilson, District Representative. It was decided to hold meetings the last Wednesday of each month in the different towns. Miss Tewksbury offered to show slides on her U.S.A. trip at the next meeting. At the close of the meeting the Blackie teachers served lunch.

BOYLE

The annual reorganization meeting of the Boyle Sub-local was held at the Boyle High School on October 26. A new executive was elected consisting of Mr. MacLean, president; Miss Thornton, vice-president; Miss L. Bucholz, secretary; Miss J. Chamberlain, social convener; Miss J. Gray, press correspondent. Problems of the Grade IX course were discussed, ending with a very helpful distribution of reference books by Mr. MacLean. Meetings are to be held the second Saturday in every month. All new teachers are invited to attend. At the close of the meeting our president's wife, Mrs. MacLean invited us to her home where she served a delicious lunch.

BRUCE

The members of the Bruce Sub-local met in Bruce on October 19. Various items of business were discussed. Following the business meeting Mrs. Ray and Miss Bailey entertained the group with a very amusing contest. A very delicious lunch served by Miss Foster and Miss Bennett was thoroughly enjoyed by all.

BYEMOOR-ENDIANG

The meeting of the Byemoor-Endiang Sub-local was held in Endiang on October 19. After

the reading of the minutes, problems in teaching music were discussed. A delicious lunch was served by Mrs. Stevens after the meeting.

CALGARY RURAL

The first general meeting of the Calgary Rural Local was held in the Palliser Hotel, to organize for the coming year. Mr. R. T. Russell was elected president to replace Mr. F. Seymour. Mr. W. R. Hood was re-elected secretary-treasurer and commended on his fine work during the last year. Other officers elected are as follows: Vice-President, Mr. W. K. Gish; Assistant Secretary and Press Correspondent, Mr. B. G. Holt; Educational Research Committee: Mr. G. Staal Jr., Mr. D. Adams, Miss E. Loxam, Miss E. L. Simmerson; Convention Committee, Miss M. McKill, Miss J. L. Stemp; Salary Committee, elected for two years, Mr. M. C. Anderson, Mr. D. Pettifor, Mr. H. Hamilton; elected for one year, Mr. W. K. Gish, Miss E. Loxam, Mr. W. R. Hood; Auditing Committee, Mr. G. Staal Jr., Mr. D. Pettifor. Officers being elected, the secretary-treasurer presented the financial report which indicated a balance of \$103.34. The report being accepted, a letter to Miss Evans was read, expressing the sympathy of the local in her illness. Flowers had already been sent. This done, a constitution for the local was discussed and passed. The local then split up into groups to arrange the formation of Sub-locals. This finished the business of the meeting which thereupon broke up.

CALMAR

The members of the Calmar Sub-local met at the home of Mr. and Mrs. Cyril Pyrex on November 14. The main item of business was the report of the District Representative, Mr. Wilfred Fors, who is also on the Salary Negotiating Committee. A lively interest was shown by all present in the salary problem. Due to the absence of the speaker who was to have led a discussion in "Social Studies for Division III" the subject was tabled until the next meeting to be held on December 12. Following the report, a sing-song and a piano solo by Mrs. Pyrex were much enjoyed. A delightful lunch concluded an interesting evening. It is hoped that the more members will attend the next meeting to be held in the United Church.

CARSTAIRS

The Carstairs Sub-local held its organization meeting for the year in the Carstairs School on October 19. Officers elected were: President, Miss Ruth Godwin; Vice-President, Mr. Willard Pybus; Secretary-Treasurer, Mr. Carl Bingham; Social Convener, Miss Gladys Weiss; Councillor, Mr. Ivan Sheppy; Press Reporter, Mr. Wm. McIntyre. Regular meetings are held the third Saturday of each month. Topics for the November meeting are Convention Comments and Pensions report.

CHAUVIN

A meeting of the Chauvin Sub-local was held on November 2, at the home of Mr. and Mrs. K. Sparks. Mr. G. L. Berry was elected secretary-treasurer. The programme of the following meetings is to be taken care of by one or two teachers. Throughout the year each teacher of the Sub-local will have made some contribution to the programme. Mr. Sparks and Mr. Berry will be prepared to explain difficulties encountered in Farm and Home Accounting, Grades 7 and 8, and Bookkeeping Grade IX, at the next meeting. November 10-16 being education week in Canada and the United States, Mr. Berry was asked to write an editorial—"Education for Democracy"—for our local newspaper, The Chauvin Chronicle. The next meeting, on December 7, is to be held at Mrs. Cargill's, Edinlassie School, roads and weather permitting.

Following the meeting a tasty lunch was served by the hostess.

CHIEF MOUNTAIN

Mr. L. E. Inman and Miss I. Zemp entertained the teachers of the Chief Mountain Sub-local at the first meeting of the fall term at Beazer on October 16. Re-organization was entered into with gusto. The officers chosen for the following term are: President, E. L. Britton; Vice-President, Delbert Steed; Secretary, Jean S. Nelson; Executive Representative, L. E. Inman. Inter School Sports, Boys, W. M. Brooks; Girls, Leroy Rollins.

Plans were made for the election of President for the Local Executive for the coming year. School fair work of the past year and plans for the future year were discussed. A plan to establish a transportation fund by each teacher in attendance contributing 25c each meeting has been embarked upon.

CLANDONALD-DEWBERRY

The meeting of the Clandonald-Dewberry Sub-local was held at Dewberry on the evening of November 14. The Financial Statements for the year ending June 1940 were accepted, and we have a balance of \$33.20 on hand. Mr. White was nominated for the Conference Committee for the Vermilion Local. There was considerable discussion on the matter of salaries. It was felt that the farmers could not bear any great taxation under existing circumstances, but that some other provision should be made by the government or board to supply salaries adequate to meet the rising cost of living. To avoid the expense of sending monthly notices to members during the winter, meetings will be held on the second Saturday of the month at 2 p.m. The place of meeting will alternate between Dewberry and Clandonald. The December meeting will be at Clandonald on December 14.

CLOVER BAR

The Executive of the Clover Bar Local met in the Masonic Temple on November 2 to discuss salary schedules, and to appoint three members to a Salary Schedule Committee. The following were appointed: Miss M. Ellis, 11411 94 Street; Mr. J. Sanderecock, Looma; Mr. W. R. Fors, Box 235, Calmar. To meet with the Clover Bar Divisional Board at various times, and to put forward the interests of the teachers, Mr. L. Pierce was appointed as Representative of the Teachers to the Board.

CLOVER BAR

Meeting of the Clover Bar Sub-local was held in the Masonic Temple on November 2. Guest speaker was Mrs. A. McCalla, who, with her husband and family, recently returned from Sweden. She gave a very interesting talk about their return journey.

CONSORT

The regular meeting of the Consort Sub-local was held on October 5. A motion was made that the Sub-local make a suggestion to the Local at the Convention that each Sub-local have an elimination contest to be followed by a track meet. It was suggested that the track meet be held at some central point in the Division and that a system of classification be discussed. A motion was made that this Sub-local support Mr. Brown from our own Sub-local for the Vice-Presidency of the Local. It was decided that a festival committee of three be appointed consisting of Mr. Elliot, Mr. Gould and Miss Konkin. It was decided that the secretary inform the members of the Sub-local of the date and programme of the next meeting, and of arrangements for transportation to the Convention.

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CONSORT

The regular meeting of the Consort Sub-local was held on November 2. Plans for the musical festival were discussed and it was decided that programmes and suggestions for the musical festival should be brought to the next meeting. A motion was made that our representative on the executive bring up the matter of buying higher examination intelligence tests, preferably the Iowa state testing plan, or Set C or D of Otis. It was moved that we have a 50c a year membership fee to be used to defray transportation expenses.

CYPRESS

The reorganization meeting of the Cypress Local was held in Toronto Street School, Medicine Hat on September 21st. The new slate of officers is as follows: President, Mr. L. Fretts; Vice-President, Miss H. Hawthorne; Secretary-Treasurer, Miss C. Teel; Press Correspondent, Miss S. Mack. The following were elected to complete the executive: Misses M. Anderson, L. Dempster, M. McDonnell, A. Bailey, Messrs. M. Matheson, E. Bronz, E. McKenzie. Following the election of officers Mr. Eric Ansley explained, for the benefit of new members, the progress made by the Cypress Local. The proposed salary schedule was read and discussed. Further business empowered the executive to negotiate with the Divisional Board on behalf of the teachers of the Cypress Division; and to distribute excess of funds apportioned by the Divisional Board, among teachers who remained with the Division from the past term, and who hold either a First Class or an Elementary and Intermediate Teaching Certificate. It was agreed that Executive meetings, thrown open to all teachers of the Cypress Division, be held each month.

EDSON

The Edson Town Sub-local held its organization meeting with 14 members present. The following officers were elected for the ensuing year: President, Mr. G. C. French; Vice-President, Mr. H. Martell; Secretary-Treasurer, Miss Ivy Nash; Representative to Local, Mr. C. E. Sterling. General business for the year was discussed and also the forthcoming convention.

FAUST-KINUSO

The November meeting of the Faust-Kinuso Sub-local was held in Kinuso on November 2. Business consisted of making arrangements for engraving shields for silver cups, which were competed for on the Sports day in September. Discussion was continued on the Supervision of Arithmetic. Miss Hutchison and Miss Paulson served lunch.

FERINTOSH-NEW NORWAY

The organization meeting of the Ferintosh-New Norway Sub-local was held at the New Norway High School, October 26. The following officers were elected: President, Mr. G. Annesley; Ferintosh: Vice-President, Mr. V. A. MacNeil; New Norway: Press Correspondent and Secretary, Miss Marjorie Westvick; New Norway: Local Representative, Mr. Bullock, Ferintosh.

FOOTHILLS

The annual meeting of the Foothills Local was held in Calgary on November 1 with 82 members present. Cyril B. Hegy, of Okotoks, president for 1939-40 has joined the R.C.A.F. and so the Vice-President, Howard Doney of Calgary conducted the meeting. The financial report showed a balance of \$33.10. New officers for 1940-41 were named as follows: Past President, Cyril B. Hegy; President, Howard Doney; Vice-President, Frank Mair; Secretary-Treasurer, Helen A. McKay; Press Correspondent, Jean Gilchrist. The salary committee, headed by Ivan Casey of High River, was reappointed. Mr. W. L. Irvine of Vulcan made a motion that the Central Executive of the A.T.A. should pay the fees for the fall convention. This motion was seconded by A. V. Gabriel and was carried when put before the meeting. Other important matters of business discussed were, the grants made to Sub-locals by the Local; and the paying of expenses of delegates attending the annual general meeting. It was decided to raise the grants made to Sub-locals thus enabling them to put on more interesting programmes. It was decided to hold a joint convention in Calgary in 1941. The meeting highly approved of the type of programme put on in 1940.

FORTY MILE

The Forty Mile Sub-local held its meeting in the Bow Island School on October 25. Officers for the coming year were elected as follows: President, Mr. Carl Carlson of Sunnymede School; Vice-President, G. R. Thomas of Bow Island school; Secretary-Treasurer, Miss Alberta McDonald, teacher of Winnifred school; Press Correspondent, Miss Dorothy Ridgedale of Bow Island school. Following the election of officers D. C. Folk reported in detail on the salary schedule as drawn up by the Foremost divisional

members and the bargaining committees. One interesting feature of this new schedule is that teachers who serve in the present war will be replaced in the same division with their number of years' service counted as teaching experience.

GADSBY-HALKIRK

The regular monthly meeting of the Gadsby-Halkirk Sub-local was held in Halkirk on November 2. Following the business meeting, Mr. L. Hall, of Big Valley, gave a very inspiring address. Lunch was served at the close of the meeting.

GLEICHEN-ARROWWOOD

A reorganization meeting of the Gleichen-Arrowwood Sub-local was held in the Arrowwood School on October 7. The following officers were elected for the coming year: President, Mr. H. E. Miller; Vice-President, Mr. P. B. Nelson; Secretary-Treasurer, Miss P. Birdson; Press Correspondent, Miss R. Glendon; District Representative, Mr. J. E. May. It was decided that meetings will be held on the second Monday of each month. The teachers of Arrowwood School conducted the outside teachers through the various classrooms of their school, where interesting exhibitions of pupil work were on display. A delicious lunch was served in the Home Economics Laboratory by the Arrowwood teachers.

GLENDON

On October 19 the teachers of the Glendon Sub-local held their first meeting at the newly completed Glendon High School with Mr. A. Shandro presiding. At the outset the executive for this year was elected. It consists of: President, Mr. A. Shandro; Vice-President, Miss H. Wood; Secretary-Treasurer, Mr. P. Sheratan; Press Correspondent, Mr. N. J. Karatew. Mr. M. Grekul, Glendon, was delegated to keep us posted on the Rental of Teacherages Negotiations now in progress. Mr. F. Lutik and Miss H. Leski constitute the Social Committee. Mr. N. J. Karatew was appointed to report on the possibilities of establishing a Moving Picture Circuit within the Sub-local. After agreeing to hold all subsequent meetings on the first Saturday every month the meeting adjourned.

HAIRY HILL

On October 28 the Hairy Hill Sub-local met at Desjarlais. After the ordinary preliminaries were dispatched, a discussion on Festival followed. Miss O. Smolyk was elected the representative for the Festival Committee. Mr. J. W. Eurchuk was elected councillor by acclamation. Mr. W. Taschuk continued his report on Remedial Arithmetic. Mr. P. M. Shavchuk, in his report on Remedial Reading, urged the necessity of continuing this project. After the meeting adjourned, Mrs. N. T. Katchuk and Mrs. G. N. Kelka acted as hostesses and served a delicious luncheon and coffee.

HOLDEN

The first meeting of the Holden Local took place in the Bruce school on November 7 with the following officers of the 1940-41 Executive present: President, Mr. J. Hemphill; Vice-President, Mr. McDonnell; Secretary-Treasurer, Mr. S. Olsenberg; Press Correspondent, Mrs. E. Kallal; District Representatives, Miss P. Collier, Miss F. Milne, Mr. Brushett, Mr. J. A. Richardson and Mr. Stevens. It was decided that future meetings will be held in Holden on the first Thursday evening of each month. Mr. J. Hemphill was appointed teachers' representative to the Divisional Board. Mr. Brushett distributed the books of the Teachers' Reference Library to the Sub-local Representatives. These books are to be used in their respective Sub-locals during a two-month period, at the end of which period they are to be passed on to the next Sub-local in the circuit. Mr. J. A. Richardson gave a report upon the work attempted by the Salary Schedule Committee. At the close of the meeting a lovely lunch was served by Miss Collier.

HUALLEN

The newly formed Huallen Sub-local held its organization meeting at the Lower Beaver Lodge School on November 9. The first business transacted was the election of officers, the slate being as follows: President, Miss Edith A. Lechelt; Vice-President, Mr. Hillis R. Stratton; Secretary, Miss Edna E. Humphrey; Press Correspondent, Mr. Harry G. Sher. This was followed by a very interesting and beneficial open forum discussion of current and timely school problems. It was decided to continue this practice at future meetings. At the conclusion of the meeting, a very exciting and daring performance was presented by Mr. Hillis and Miss 'Lisebeth-Eather Stratton, for the entertainment of all teachers present. In the evening, the entire party were supper guests of Mrs. Gordon Sher. All teachers are reminded that the next meeting will be held on December 14.

INNISFAIR WEST

The annual meeting of the Innisfair West Sub-local was held on November 2 at Kevissville. The

election of officers and the arranging of a motion picture circuit among the schools of the local were the main business of the evening. The slate of officers elected for the year is as follows: President, W. R. Sloan, Kevissville; Vice-President, H. E. Stiles, Raven; Secretary-Treasurer, Miss M. Nissen, Dickson; Press Correspondent, Miss M. Hughes, Markerville; Councillor, E. Castella. Tentative plans were made for next meeting's programme to be a talk on Arithmetic by Miss Joy Russell of Rocky Mountain House. A lively discussion on "Integrated Activities in the Rural School" concluded the meeting. Supper was served by the hostess Mrs. W. Sloan.

HIGH PRAIRIE

The November meeting of the High Prairie Sub-local was held in the school at High Prairie on November 2 at 2 o'clock. A programme of activities for the year was discussed and it was decided that the Sub-local do considerable work on Remedial Reading. A lively discussion on English in the grades took place after which a delicious lunch was served.

INNISFREE-RANFURLY

The regular meeting of the Innisfree Ranfurly Sub-local was held in Innisfree on November 2. The meeting took the order of an open forum dealing with the methods of procedure used in teaching different subjects. After the adjournment of the meeting lunch was served at the home of Mr. and Mrs. Waddell.

IRRICANA-KATHRYN

The organization meeting of this Sub-local was held in Irricana on October 23 at the home of Mr. Morrell. The following executive was elected: President, Mr. F. A. Morrell; Vice-President, Mr. L. Workman; Secretary-Treasurer, Miss Norine Maynes; Councillor, Miss Mary Mayell; Press Correspondent, Mr. J. Tay-

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lor. Plans were made for the circulation of the projection machine and slides purchased last year. It was decided that schools in the Sub-local would be given a chance this year to buy a share in the machine and thus have the use of it. Members are to be assessed 50c upkeep charge. Mr. J. Taylor agreed to continue handling the machine with the assistance of Mr. Morrell. After discussion of the plan of the Strathmore Local to engage the services of a statistician to collect data on living conditions in the area as a basis for teachers' salaries, it was decided that this Sub-local was against the plan. A resolution was passed requesting the Wheatlands Board to continue their former policy of paying correspondence course fees for pupils in the division since the change without notification has caused confusion. It was decided that the Sub-local would take over the Music and Dramatic festival sponsored by the Irricana F. T. A. last year if that organization wished us to do this or we would form a committee from the two organizations to handle it jointly. A resolution was passed that we make a request of the Wheatlands Divisional to give definite notification of holidays. Lunch was served by Mrs. Morrell and Miss Maynes.

The second meeting of this Sub-local was held at the home of Mrs. Hull, Keoma on November 6. Plans for the handling of the Music and Dramatic festival were discussed. We agreed to act in a committee with P. T. A. members and handle it jointly. After the business meeting Miss Norine Maynes showed a number of colored slides of interesting places in the Pacific Coast provinces as far south as Los Angeles. Lunch was served by Mrs. Hull.

MAYERTHORPE

The teachers of the Mayerthorpe Sub-local have reorganized with the following executive: President, Mr. George Stewart; Vice-President, Mr. Gordon Davies; Secretary-Treasurer, Miss Helen Brumwell; District Association Councillor, Mr. E. Burke; Membership Committee, Mr. Davies, Mr. Ewaschuk and Mr. Staples. On November 2 a very enjoyable evening was spent at the home of Mr. and Mrs. Staples. It was decided to hold the meetings of the Sub-local in Mayerthorpe on the evening of the first Saturday of the month. The teachers are invited to bring a friend to the December meeting which will take the form of a social evening. After the business meeting cards were played. This was followed by a delightful lunch served by the hostess.

MORNINGSIDE

The meeting of the Morningside Sub-local was held at Scott School on October 26. The following officers were elected: President, Mr. W. J. Morris; Vice-President, Miss Kathleen Craig; Secretary-Treasurer, Mrs. W. J. Morris; Councillor, Mrs. Eva Letroy; Press Correspondent, Miss Marjorie Woods. It was decided that definite information should be obtained before the next meeting regarding the purchase of a projector. After the meeting Mrs. Eva Letroy served a very tasty lunch.

MOUNT RUNDLE

The second meeting of the Mt. Rundle Sub-local was held in the Banff Auditorium on October 28. The programme consisted of an illustrated lecture by the well-known naturalist, Mr. Dan McCowan. Mr. McCowan has a valuable

collection of colored slides and moving pictures, showing beautiful mountain scenery and very interesting studies of the plant and animal life of this locality, with which he delighted his audience. A short business meeting followed. Signing power for all financial transactions was transferred to the new secretary-treasurer. It was decided to hold the next meeting in Camrose. Lunch was served to the members and their guests in the Home Economics lab.

MYRNAM

The regular meeting of the Myrnam Sub-local was held on November 2. An appointment of representatives from each District was made for better improvement of School Fairs. Miss Gereluk continued her report in Supervision of Arithmetic. Mr. Hyduk brought up a question regarding moving pictures. It was decided that this will be dealt with, with further detail at the next meeting. At the close a delightful lunch was served by Mrs. N. Poohkay.

NAMAO

The second meeting of the Namao Sub-local was held in the Imperial Bank Bldg., Edmonton on November 2nd at 1:30 p.m. Miss Staples acted as secretary as Miss Lyons was absent. Test papers were exchanged and a brief discussion followed on Dr. LaZerte's Survey Tests in Arithmetic, sample copies being used. It was decided to order enough copies for each teacher present. It was suggested that we obtain a speaker for the December meeting, and our secretary promised to have someone speak on Social Studies.

NANTON

The reorganization meeting of the Nanton Sub-local was held in the Nanton Consolidated School on October 29. The officers elected were as follows: President, Mr. Hoover; Vice-President, Miss Robertson; Secretary-Treasurer, Miss Alma Shaw; Councillor, Miss Miller.

OLDS

The Olds Sub-local held its reorganization meeting in the Olds Public School on October 19. The following officers were elected: President, Mr. D. Thorsen; Vice-President and Press Correspondent, Miss F. MacArthur; Secretary-Treasurer, Miss M. Bishop; Program Convener, Miss M. Craig; Programme Convener, Mr. E. J. Bazant; Councillors, Mr. H. M. Shore, Mr. E. M. Erickson. It was decided to hold the meetings this year on the second Thursday evening of each month. Miss Kathleen Gamble, Manchester teacher, now in Olds school, gave an inspiring address on the part to be played by the school and the teacher in building the Empire of the future. At the close of the meeting a dainty lunch was served by the social committee.

OYEN

The Oyen Sub-local held a meeting at Hanna the last afternoon of the convention. The following executive was chosen: Mr. A. Goddard, president; Miss V. Taylor, secretary; Miss Clara Watrin, vice-president.

PARADISE VALLEY

The second meeting of the Paradise Valley Sub-local was held at the Weston Park school on October 23. A discussion of the Convention took place after the adoption of the minutes and a resolution passed with regard to the type of convention to be held next year. The group was agreed on the advisability of an extension of practical demonstrations next year, and expressed their appreciation of such this year. From here the discussion evolved upon the purposes and methods employed in teaching of the various phases of literature. Treatment of the integrated programme in the course of study and a programme was debated upon and suggestion made that some teacher might come prepared to demonstrate methods of attack, show material and outcomes produced, showing other how he obtained such results. Miss Taylor agreed to lead a discussion on a programme of ideas formulated at Summer School, at the next meeting. Before adjourning plans were made for hasty and accurate distribution of standardized tests throughout the Sub-local. A delightful lunch was served by Miss Douglas, the hostess, after the meeting.

QUEENSTOWN-MILO

The Queenstown-Milo Sub-local held its first meeting on October 18, at the home of Mr. and Mrs. H. Forgues of Queenstown. A review of the past year's work was given by Mr. Allergoth, and resolutions were drafted for presentation at the Convention. Officers elected for the following term were: President, Mr. Forgues; Vice-President, Mr. Shackleton; Secretary-Treasurer, Miss Campbell; Councillor to the Local, Mr. Shackleton. Future meetings will be held the third Friday of each month, the next being at Milo, where brief discussions on Division 3 Social Studies, Division 2 Social Studies, and Enterprise information obtained at the Conven-

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tion will be conducted by Mr. Forgues, Mr. Allergoth and Miss Campbell, respectively. At the conclusion of the meeting Mrs. Forgues and Mrs. Sammons served a very tasty lunch. The Sub-local invites the hearty co-operation of all teachers in the district in making the organization lively and helpful. Your faithful attendance and attention, please!

PICARDVILLE-BUSBY

The monthly meeting of the Picardville-Busby Sub-local was held in Busby school on November 2nd. After the regular business Mr. Frank Walker of Trails End led a discussion on The Projection Lantern and Mr. James Harrington on New Report Cards. The meeting adjourned and lunch was served by Violet Reynolds.

SPONDIN

The organization meeting of the Spondin Sub-local was held at the Spondin School on September 20. The following officers were elected: President, Miss M. Duncan; Vice-President, Mrs. Clark; Secretary, Miss Taylor; Press Representative, W. Macnaughtan. The question of library was discussed. The second meeting on October 18 was also at the Spondin School. This took the form of a business meeting, followed by a wiener roast.

SPRING COULEE

The Spring Coulee Sub-local held its monthly meeting in the Spring Coulee School. The following are the officers: President, Hugh Leavitt; Vice-President, Brock Christie; Secretary, Lillian M. Burpee; Local Association Councillor, R. K. Brown; Press Correspondent, Rex K. Bennett. The meeting was well represented by the various schools of the district. Mr. R. K. Brown, Principal of Spring Coulee school, gave an interesting report on the Teachers' Pension Fund. Possibilities of establishing a central library system whereby teachers may bring dormant library books for exchange was discussed. This item shall receive consideration until it has been successfully worked out. Reports on "The Use of a Sandtable" and "The Integrated Social Studies" were assigned as topics for next meeting. It was decided to hold meetings on every third Friday of the month. A light lunch was served after the meeting.

STURGEON

The annual general meeting of the Sturgeon Local was held at McDougall Church on October 11 at 2:30 p.m. Practically all teachers of the Local turned out to take part in a spirited meeting. Mr. Meaden paid tribute to the co-operation shown by the teachers and the Divisional Board. Reports were given by Mr. Walter J. Chaba, Secretary-Treas; Miss Ruth Lyons, Secretary of the Festival Committee; and Mr. Bell, chairman of the Salary Negotiation Committee. A feature of Mr. Bell's report was the amicable relations between his committee and the Board, resulting in the reducing of the 10 per cent salary cut to eight and one-third per cent this year. It was recommended that cups be dispensed with in future school festivals but that Bon Accord should remain the scene of the festival. The following officers were elected to the Festival Committee: Honorary President, Mr. R. J. Scott; President, Miss M. Staples; Vice-President, Mr. Bell; Secretary-Treasurer, Miss R. Lyons; Festival Manager, Mr. S. Dineen. Collaborating with the above officers are the representatives on the Festival Committee of the following Sub-locals: Redwater-Opal—Mr. Walter J. Chaba; Egmont—Miss Pauline Kucher; Vimy—Maurice Jagard; Namac—Miss T. Neelands; Busby-Alcomdale—Miss Bernice Johnson; Bon Accord-Gibbons—Mr. M. Carrio. The results of the election of officers for the Sturgeon Local were: President, Mr. S. Dineen; Vice-President, Mr. John Sywolos; Secretary-Treasurer, Mr. Walter J. Chaba; Press Reporter, Mr. Arthur K. Brimacombe; Miss R. Lyons and Mr. H. E. Berrault take the places of Miss Irving and Mr. O'Donnel respectively, on the Salary Schedule Committee leaving the personnel of this committee as follows: Mr. J. M. Bell, Miss R. Lyons, Mr. H. E. Berrault. It was suggested that Sub-local field days be held early in the spring to serve as eliminations for a Local field day to be held at some later date. Mr. Scott reviewed the travelling library and the institution of the Health Unit to be put into operation in the Sturgeon School Division in

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November. A resolution was passed concerning the payment of salaries: Resolved, that teachers received one-twelfth of their salary each month except at the end of July when no payment will be made, this to be compensated for by a two-twelfth payment at the end of June.

A meeting of the Sturgeon Local was held in the A.T.A. office Edmonton, November 9 at 2:00 p.m. It was decided to accept the constitution of the Picardville-Busby Sub-local and consideration was given to the formation of a Sub-local in the Riviere Qui Barre area in the near future. So, you people, keep your eyes on the Local News Letter, we want to come up and see you soon. It was decided to ask the Divisional Board to inaugurate the new "payment of teachers plan" whereby one twelfth of the salary will be paid monthly except at the end of June when two-twelfths will be paid and at the end of July when no payment will be made. Suggestions that a Local sports day be held and that Sub-local sports days should serve as eliminations met with approval. Information and data on other Sports Days is being collected by Mr. Chaba at present. A suggested programme will later be available to Sub-locals for consideration and approval before the final sports programme is launched. A report card prepared by Mr. Harrington suitable for Grades I to XII was discussed and copies will be available for Sub-locals to pass

judgment thereon. It was decided to continue to issue the news letter that teachers not yet organized in Sub-locals may know the operation of their Local Association. Mr. A. K. Brimacombe was elected to represent the Local at monthly meetings of the Divisional Board. The Local is at present considering a Local-wide survey in reading.

SUNDRE

The members of the Sundre Sub-local met in the W. I. Hall for their October meeting on the 19th. Mr. Parker introduced the subject, "The Teaching of Music Appreciation" which was followed by very interesting and helpful discussions on Integration of Music into the Enterprise, Value and Use of the Gramophone and Radio, and the Use of the Tonette. A resolution was passed regarding a library of records for the Sub-local. Mrs. Parker asked the teachers to co-operate with her in the forming of a local Girl Guide Company. After the business, the meeting adjourned, and Mr. and Mrs. J. Weir served a delicious lunch, during which time the teachers took the opportunity to become better acquainted.

One of the most valuable get-togethers the teachers at Sundre have had in the last two years, was held on November 16. Mr. J. Weir, president of the Sub-local, presided at the meeting which was well attended. Miss H.

Pickett of Lobley school led the discussion on enterprise, in which all the teachers took part. Many contributed real worth-while ideas and useful material to the work period of the meeting. Mr. J. Davies, the Divisional School Board chairman, who was a special guest of the evening, gave encouragement and advice to the teachers in their various efforts. At the next meeting at 7 o'clock on December 7th, the teachers will study transfer slips and term returns. Miss Hogg and Miss Pickett were hostesses for the November meeting.

SEBA

The Seba Sub-local held its first meeting in October. The following were elected for the new executive: President, Mrs. D. E. Tanasuk; Vice-President, Miss R. Freebury; Secretary-Treasurer and Press Correspondent, Miss E. Pearson; District Councillor, Mr. William Tanasuk. An interesting discussion on Activity programme was held. The members agreed to form a Teachers' reading and reference library. The Sub-local will meet on the third Saturday of the month at Seba. All teachers in the vicinity of Seba Beach are cordially invited to attend. All enjoyed the lunch which Mrs. Preus and Miss Freebury served at the close of the meeting.

TABER-BARNWELL

The organization meeting of the Taber-Barnwell Sub-local was held at the home of Mr. and Mrs. Carter on September 11. The new executive is as follows: President, Mr. S. Hooper; Vice-President, Miss G. Scheer; Secretary-Treasurer and Press Correspondent, Miss R. Blois; Councillors, Mr. H. Teskey and Mr. Elford; Executive, Miss M. MacKillican, Mr. Olsen and Mr. Van Orman. Short talks were given by Mr. Teskey and Mr. Hooper on the value of our organization.

The second regular meeting was held at the Taber school on October 9. After the usual business procedure, Inspector Evenson gave an interesting and very helpful talk on "The Integrated Programme." Discussions of various problems followed, particularly on the subject of "Reports."

The November meeting was held at the home of Mr. and Mrs. Hooper. It was agreed that the "Bulletin of Activities" begun by Mr. Teskey should be continued for the purpose of uniting the teachers of the Taber Division. Following the business meeting, reports concerning the Lethbridge Convention were given and discussed.

TOFIED

The Tofield Sub-local held its first meeting of the Fall Term at the home of Mr. and Mrs. McDonnell on October 18. The main order of business was the election of officers. The following officers were elected: President, Mr. McDonnell; Vice-President, Miss G. Bruce; Secretary-Treasurer, Miss R. Wingrove; Press Correspondent, Miss E. Noss; Librarian, Miss J. McCrea; Convention Representative, Miss I. Robinson; Festival Representative, Miss R. Cash; Executive Member, Mr. Stevens. A discussion was held on the report given by Mr. G. Loken concerning the salary schedule. At the close of the meeting the hostess served a delicious lunch.

TOMAHAWK

The organization meeting of the Tomahawk Sub-local was held in the Tomahawk High School September 28. The financial statement of the previous year was presented by the past president, Miss Ruby Dekane. The new executive was elected as follows: President, Miss Margaret Roper, Tomahawk; Vice-President, Miss Bride Rowan, Southend; Secretary-Treasurer, Miss Mary MacDonald, Whitby. It was decided to hold all the meetings for the year in Tomahawk High School and the programs for these meetings were left in the hands of a programme committee consisting of the following members: Mrs. Combs, Miss Sporeleader, and Miss Dekane. Meetings will be held on the first Saturday of each month. After the meeting adjourned a delicious picnic lunch was served in the school grounds by Miss Roper and Miss Dekane.

The Tomahawk Sub-local held its second meeting of the term in the Tomahawk High school, November 2nd. Plans for the coming year were discussed and a tentative outline of the programme was made. The teachers decided to buy a portable gramophone and the primary and secondary sets of the records used to teach Music Appreciation. The secretary was delegated to inquire and purchase one at her own discretion. After the meeting, Miss Bond of Millbank school, and Miss Bakkan of Bloomingdale school served a delicious lunch.

TUNNER VALLEY

On Friday night at the South Turner Valley High School the Local held their first meeting of this term. Mr. Cox, the retiring president, appointed a nominating committee and the new



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slate of officers selected were unanimously approved. The following are this year's officers: President, Mr. Pervis; Vice-President, Miss Beckman; Secretary-Treasurer, Miss Pratt; Social Convener, Miss McNally; Salary Schedule Committee, Mr. Cox, Mr. Minue, Mr. McLaren, Miss Downie. Athletics: Mr. Harry McCullough, Mr. Hutton, Mr. Gordon; Publicity, Mr. H. Tobin. Mr. Shearer moved a vote of thanks for the retiring executive for the excellent work that they had done during the past year. The meeting then unanimously agreed that educational week should be observed in Turner Valley district in a special manner this year, that some of the teachers be appointed to address local societies and clubs on subjects relating to the new curriculum so as to secure better co-operation between the school and the home. The executive were to plan further useful programs for Educational week. The twelve month salary payment plan was approved of but the salary committee was requested to arrange with the Board just how and when the increments were to be added. Future meetings will be held the first Wednesday of every month.

VALHALLA

Officers elected: President, Mrs. Dolemo; Secretary, Miss Lee; Vice-President, Mr. Thompson; Treasurer, Mr. Roberts. The meeting of November 2, was held at the home of Mr. and Mrs. Roberts with the president presiding. Moved by Mr. Roberts and seconded by Miss Dalen that four be considered a quorum. Carried. Miss Hardman nominated Mr. Roberts. He was elected by acclamation. Moved by Mr. Roberts, seconded by Miss Hardman that we have a councillor. Carried. Mr. Roberts nomi-

inated Mrs. Dolemo. She was elected by acclamation. It was decided to approach Grande Prairie Local on the subject of records for gramophone to be passed from school to school for music appreciation. Moved by Miss Lee that we vote to retain our councillor. Seconded by Miss Dalen. Carried. Moved by Mr. Roberts, seconded by Miss Dalen that we appoint a committee to look into buying a small engine to run our movie machine. Carried. Moved by Miss Hardman and seconded by Miss Dalen that committee to look after films, machine etc., be Mr. Roberts and Miss Lee. Carried. It was decided that after Christmas we would attempt to put on something to raise money for the Red Cross. A delicious lunch was served by Mrs. Roberts.

VIKING

The Viking Sub-local met on November 2. The meeting was opened by Vice-President Mr. Wm. Elliott. Topics of discussion were: The Professional Library, The Musical Festival, Salaries and the Red Cross Drive for Funds. Superintendent Mr. McLean was present and delivered an inspiring talk on, "Enterprise in the School". He stressed democracy, teacher-ship and proficiency. After the adjournment of the meeting a dainty lunch was served by Miss Hall, Mrs. Clark and Mr. Elliott.

VIMY

The second meeting of the Vimy Sub-local was held at the home of Miss Therein, Vimy on October 17. The main purpose of this meeting was to make final plans and arrangements for a masquerade dance to raise funds for the projection lantern. A considerable number of

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520 Tegler Building, Edmonton, Alta.

details were covered to ensure the success of this affair. The next meeting of this local was held in the teacherage of the Waugh school on November 12. An extensive discussion was mainly centered around the circulation and operation of the projection machine. The latter portion of the meeting was devoted to an open discussion on current events.

WEST STARLAND

A meeting was held in Rowley school on October 24 for the purpose of organizing a Sub-local. The following slate of officers was elected: President, Mr. F. Barber of Rumsey; Vice-President, Mr. J. A. Edwards of Morrin; Secretary-Treasurer, Miss Laura Peacock, of Rowley; Press Correspondent, Miss Ethel Doan of Morrin; Councillor, Mr. F. Barber; Convener of Programme Committee, Mr. Don McKay, of Rowley. It was decided that the Sub-local would include teachers in and around Rumsey, Rowley and Morrin. The name selected was West Starland, as the teachers in the organization are drawn from that section of the municipality. Meetings will be held the first Monday of every month in Rowley. At the close of the meeting a delicious lunch was served by Miss Peacock.

WILLINGDON

A meeting of the Willingdon Sub-local was held at Shandro on October 18. As the President was rather late in arriving for the meeting our Vice-President, Mr. S. Tkachuk took the chair. The minutes were duly read and adopted. Next the correspondence was dealt with. Mr. N. W. Svekla then spoke briefly on Arithmetic Testing and Surveying. Membership fees were set at 50c but it was decided that since we were short of funds, some entertainment, preferably a show, sponsored by the teachers, be put on to increase our revenue. The Secretary was instructed to write for material and reserve a film for Education Week. Meetings are to be held at least in the larger centres, during Education Week. Two new officers were elected, namely: Councillor, Mr. N. W. Svekla and Representative for the Festival Committee, Miss V. Olmynk. Then followed discussions on the Integrated Programme, under the able leadership of Miss Eliniski in Division I and Miss Kryskow in Division II. Thought-provoking questions were asked and worthwhile suggestions offered. Discussion regarding Social Studies in Division III was postponed. We then adjourned to the terrace where a substantial and delicious lunch was served by our genial hosts Messrs. Tkachuk and Grasiuk and our genial hostess Mrs. Tkachuk.

WINFIELD

The teachers of Winfield locality met at the home of Mr. and Mrs. Wayne Mickleberry in Winfield on November 2 for the purpose of organizing a Sub-local. The following were elected: President, Mr. Bill Matheson; Vice-President, Mr. Don Murray; Secretary-Treasurer and Press Reporter, Mr. Thos Baron; Councillor, Mr. C. Jevne.

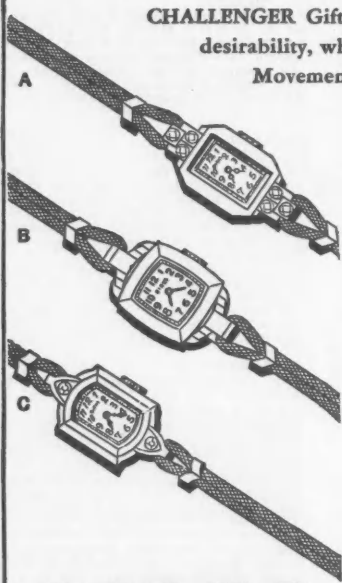
WINTERBURN

The Winterburn Sub-local reorganized at a meeting held October 18 in the Imperial Bank Building, Edmonton. The following officers were elected: President, Mr. W. Bevington; Vice-President, Miss Ure; Secretary-Treasurer, Miss S. MacDonald; Press Correspondent, Mr. Prethero; Councillor, Mr. W. Bevington; Program Committee, Mr. McConnell, Miss Speers, Mrs. Coughlin.

The first regular meeting of the Sub-local was held November 2. Each member brought some suggestions regarding the Christmas Concert. These suggestions were filed for future use by the Sub-local. It was decided to hold the next meeting on December 14. The main item to be discussed at this meeting will be "Problems Met in the Enterprise".

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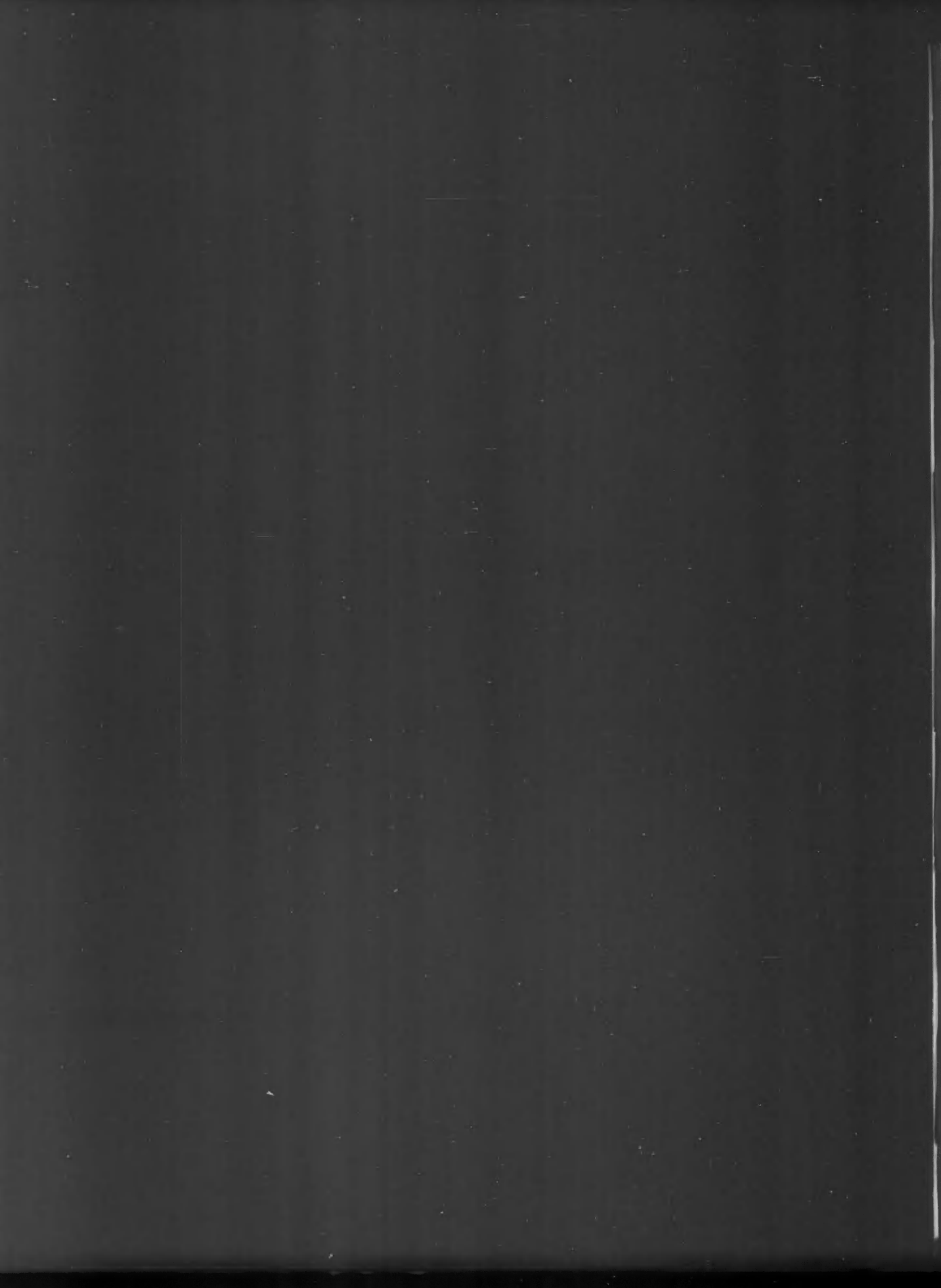
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